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This publication is a preliminary bulletin, giving the basic course of study and related learning activities in history and the social sciences for kindergarten in the City of New York. This bulletin is one of a series designed to provide students from prekindergarten through the 12th grade with a revitalized curriculum in history and the social sciences. The philosophy of the program is summarized into six basic emphases: (1) the teaching of concepts rather than the accumulation of data; (2) providing all students with the values, skills, understanding, and knowledge needed to cope with the pressing social problems of our age; (3) the attempt to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences; (4) the attempt to develop skills and research techniques sequentially; (5) the attempt to provide learning activities that aim at conceptualization through techniques of inquiry and discovery; and (6) the use of multimedia resources rather than the traditional textbook. The bulletin for grade one is abstracted under number PS 001 473, and the bulletin for grade two is abstracted under number PS 001 788. (WD)

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CURRICULUM BULLETIN . 1967-68 SERIES . NO. 2a

SOCIAL STUDIES

KINDERGARTEN
THE CHILD IN HIS HOME AND SCHOOL ENVIRONMENTS

Course of Study and Related Learning Activities

PS001470

Preliminary Materials

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KINDERGARTEN: THE CHILD IN HIS SCHOOL AND HOME ENVIRONMENTS

COURSE OF STUDY AND SAMPLE LEARNING ACTIVITIES

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FOREWORD

This publication, giving the basic course of study and learning activities in history and the social sciences for this grade, is a preliminary bulletin. At the discretion of the assistant superintendent in charge of each school district, it may be designated as the course of study for the district, beginning in September, 1967. In districts continuing with the present course of study, the assistant superintendent may select schools to use this bulletin on an experimental basis. In either case, schools in which this publication is used are requested to send completed copies of the feedback sheets enclosed herein to the district superintendent and to the Office of Curriculum. These reports will guide the curriculum staff in the preparation of definitive courses of study and learning materials.

This bulletin is one of a series designed to provide students at all grade levels — from the prekindergarten through the twelfth year — with a revitalized curriculum in history and the social sciences. Unlike earlier revisions in this field, the new courses of study involve much more than the updating and reshifting of content. As is indicated in greater detail in the Introduction, the new curriculum attempts to incorporate into an effective instructional program the cumulative experience of leading historians, social scientists, and educators. It thus represents a thoroughgoing effort at educational reform and renewal.

The new curriculum, moreover, reflects the complexity and difficulty of the problems confronting contemporary society. The momentous changes which are taking place today make it essential that our pupils be trained to deal with new facts and conditions. Students must learn to cope with rapid technological change and increased urbanization. They must develop an awareness of ways of living which may be different from their own. They must also be strengthened with democratic values and the finest ideals of American life. In short, our students must be provided with the knowledge, understanding, and tools needed to meet the challenges of an uncharted future.

No less relevant to the implementation of the new course of study is the explosion of knowledge which characterizes current scholarship in history and the social sciences. These disciplines now offer rich resources of pertinent wisdom concerning man and his society. At the same time, they provide our students with methods of problem-solving that will help them to use key understandings in adapting to modern cultural, social, and scientific developments. The ultimate goal of the new program is to enable our students to think critically about the crucial problems of our time -- to grow in insight, to weigh issues, and to evaluate alternative modes of action. To achieve this goal, the curriculum emphasizes conceptual learning, creative teaching, and the continuous reinforcement of basic skills and understandings.

The new courses of study require a variety of pupil materials and an in-service program of teacher retraining. In June 1966, all publishers and producers serving our schools were invited to join with us in the preparation of new and stimulating collections of learning materials. Several meetings have been held since that time to keep publishers informed of our progress. To aid in the training of teachers, the Bureau of History and the Social Sciences has prepared a series of television programs which was used in the Spring of 1967 in conjunction with an in-service program of district workshops. During the same period, several citywide meetings were held to facilitate implementation. Similar activities are planned for the future.

Implementation of the new curriculum will vary from district to district, both in the extent of application and in the depth to which the suggestions are used. Individual schools and teachers will make adaptations in the materials to meet special needs. As in the past, teachers and supervisors will subject the new materials to careful analysis and tryout before a final assessment is made. It is hoped that this bulletin will challenge all teachers and students to engage in an unending process of discovery and learning in history and the social sciences.

Helene M. Lloyd
Acting Deputy Superintendent

September 15, 1967

ACKNOWLEDGMENTS

DEVELOPMENT OF THE PROGRAM

The curriculum revision program in history and the social sciences was planned and initiated by the late Joseph O. Loretan, Deputy Superintendent of Curriculum and Instruction. Since July 1966, the program has been under the direct supervision and guidance of Helene M. Lloyd, Acting Deputy Superintendent of Curriculum.

Leonard W. Ingraham, Acting Director of the Bureau of History and the Social Sciences, has coordinated the program since its inception in 1962 and has served as director of the workshops engaged in the production of curriculum materials.

Overall suggestions and plans for the workshops, for pilot-school tryouts and evaluation, and for printing production were made by William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development.

The course of study included in this bulletin is based upon pertinent sections of an earlier publication, Proposals for a K-12 Curriculum in History and the Social Sciences: A Position Paper for Discussion and Review. Issued in September 1964, this document provided guidelines for the revision program as well as a comprehensive description of what might be taught at each grade level. A citywide evaluation of this position paper resulted in a revised scope and sequence, but the basic philosophy of the program reamined unchanged.

PREPARATION AND EVALUATION OF MATERIALS

Two workshops composed of teachers and supervisors produced the basic materials that constitute the courses of study and learning activities for each grade level. The first met during the summer of 1965 to develop initial experimental curriculum materials for the kindergarten through grade ten. Its members were: Kindergarten: Ralph Brande, Ann Codraro, Mary Quintavalle; Grade One: Beatrice Mantell, Rose Risikoff, Helen Weissman; Grade Two: Iona Flamm, Raymond Greenstein, Elizabeth Vreeken; Grade Three: Jack Bloomfield, Deborah Goodwin; Grade Four: Irwin Price, Irving Siegel; Grade Five: Virginia Fitzpatrick, Martin Frey, Mary Strang; Grade Six: Henry Berkman, Aaron N. Slotkin; Grade Seven: Lula Bramwell, Albert Shapiro Harvey Seligman; Grade Eight: Samuel Arbital; Grade Nine: Aaron Braverman, Gene Satin; Grade Ten: Murray Meiselman, Irving Rosenman; Instructional Materials Specialists: Lowell Klein, Harold Marder, Kathryn Moses; Materials Consultants: Edna Bernstein, Dominick Canepa, Pierre Lehmuller, Urlah Roeschler, Edith Tillem.

The materials prepared during the Summer of 1965 were tested in 115 pilot schools during the 1965-66 school year. The evaluation process included visits to pilot schools, meetings with teachers and district curriculum committees, and a careful analysis of feedback. Then, during the spring and summer of 1966, several groups of teachers and supervisors met to prepare more definitive curriculum materials. Participants in the 1966 workshops were:

Grade	Personnel	Title	School
K	Ruth Baylor	Supervisor, Early Childhood	District #3
	Florence Jackson	Acting Assistant Director	Bureau Hist & Soc.Sciences
1	Vivian Ford	Teacher, Early Childhood	P.S. 102 X
	Etta Ress	Research Teacher	Bur. Curriculum Development
2	Raymond Greenstein	Principal	P.S. 130 X
	Elizabeth Vreeken	Curriculum Assistant	District #10
	Etta Ress	Research Teacher	Curriculum Development
3	Jack Bloomfield	Principal	Coleman Junion H.S.
	Irving Cohen	Actg. Assistant Director	Bur.History & Social Sciences
	Elsa Haggarty	Teacher, Common Branches	P.S. 232 Q
	Yetta Haralick	Teacher, Common Branches	P.S. 205 Q
4	Ruth Fishkind	Teacher, Common Branches	P.S. 163 M
	Florence Jackson	Actg. Assistant Director	Bur. History & Social Sciences
	Irving Siegel	Principal	P.S. 188 M

Grade	Personnel	Title	School
5	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Adelaide Jackson	Teacher, Social Studies	Wadleigh Jr. H.S.
	George Krieger	Assistant Principal	P.S. 165 K
6	Henry Berkman	Principal	P.S. 111 M
	Tillie Gastwirth	Teacher, Common Branches	P.S. 220 Q
	Aaron Slotkin	Coordinator, Publications	Textbook Office
7	Alfred Freed	Assistant Principal	Goddard Jr. H.S.
	Harvey Seligman	Assistant Principal	Hale Jr. H.S.
8	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Sandra Aronowitz	Teacher, Social Studies	Hudde Jr. H.S.
	Milton Greenberg	Assistant Principal	Gershwin Jr. H.S.
9.	Leonard Fried	Teacher, Social Studies	John Adams H.S.
	Harriet Geller	Teacher, Social Studies	Manhattanville Jr. H.S.
	Murray Kunkas	Teacher, Social Studies	Gershwin Jr. H.S.
	Sidney Langsam	Chairman, Social Studies	Springfield Gardens H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Erwin Rosenfeld	Teacher, Social Studies	Manhattanville Jr. H.S.
10	Ray De Leon	Teacher, Social Studies	Thomas Jefferson H.S.
	Sol Levine	Chairman, Social Studies	Canarsie H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.
11	John Bunzel	Teacher, Social Studies	George Washington H.S.
	Marvin Feldman	Teacher, Social Studies	Lafayette H.S.
	Bertram Linder	Teacher, Social Studies	Hughes H.S.
	Bernard Ludwig	Teacher,Social Studies	Jamaica H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Joseph Scher	Chairman,Social Studies	Francis Lewis H.S.
	Maurice Tandler	Teacher, Social Studies	Tilden H.S.
12 (Eco)	Albert Alexander	Teacher, Social Studies	NYC Council Economic Ed.
	Allen Argoff	Teacher, Social Studies	Lafayette H.S.
	Paul Driscoll	Principal	Tottenville H.S.
	Dorothy Gallanter	Teacher Social Studies	Long Island City H.S.
	Walter Harris	Chairman, Social Studies	Port Richmond H.S.
	William Ross	Teacher, Social Studies	Andrew Jackson H.S.
	Jesse Witchel	Chairman, Social Studies	Washington Irving H.S.

Instructional Materials Specialists

Edna Bernstein	Librarian	Bur.Curriculum Development
Barbara Kiefer	District Librarian	Bur. of Libraries
Urlah Roeschler	District Librarian	Bur. Of Libraries
Lowell Klein	Audio-Visual Technician	Bur. of Audio-Visual Instr.
Pierre Lehmuller	Audio-Visual Specialist	Bur. of Audio-Visual Instr.
Harold Marder	Audio-Visual Specialist	Bur. of Audio-Visual Instr.

Additional consultative services were provided by Irving S. Cohen and Florence Jackson, Acting Assist. Directors of the Bureau of History and the Social Sciences; Samuel Polatnick, Principal, Springfield Gardens High School; Philip Groisser, Principal, Grover Cleveland High School; and Patricia Callahan, Elementary School Coordinator, Bureau of Curriculum Development. The workshop reports were edited by Aaron N. Slotkin and Murray Sussman, Principal, P.S. 179 Queens.

During the 1966-67 school year, revised courses of study were tried out in approximately 300 pilot schools throughout the city. At the same time, the 1966 workshop reports were subjected to an intensive evaluation process involving groups of teachers, supervisors, curriculum assistants, district superintendents, parents, community leaders, subject specialists, and other special consultants. The Bureau of Audio-Visual Instruction and the Bureau of Library Services, under the direction of Edward G. Bernard and Helen Sattley respectively, provided bibliographies of audiovisual and library resources. Additional consultative services were given by staff members of the Human Relations Unit, the Bureau of Curriculum Development, and the Bureau of Early Childhood Education under the direction of Frederick H. Williams, William H. Bristow, and Rebecca A. Winton, Bureau directors, respectively.

It is impossible to give individual acknowledgment to all the teachers, supervisors, and staff personnel who have participated in this project since its inception in 1962. Special thanks should go to the formal committees — the K-12 Ad Hoc Committee which met for nearly two years and pointed new directions; the Deputy Superintendent's Advisory Committee on Scope and Sequence which recommended major proposals for the curriculum; the Task Forces which prepared the statement of basic concepts from history and the social sciences and the skills chart; the committees of teachers and supervisors which assisted the district superintendents in coordinating experimentation and feedback; and the individual teachers and supervisors who evaluated materials during the 1966-67 school year. Grateful acknowledgment is also due the many teachers and supervisors who conducted tryouts of experimental curriculum materials within their schools and who gave invaluable suggestions for their improvement.

CONSULTANTS AND COOPERATING CURRICULUM AGENCIES

Since its inception, the curriculum revision program has drawn upon the findings of several research projects and curriculum programs underway in various parts of the nation. These included Educational Services Incorporated, the Committee on the Study of History at Amherst College, the Industrial Relations Center at the University of Chicago, the Senesh Materials developed at Purdue University, civil liberties resources from the Lincoln Filene Center for Citizenship and Public Affairs, the Greater Cleveland Social Science Program, Sociological Resources for Secondary Schools at Dartmouth University, the World History Project at Northwestern University, the Anthropology Curriculum Study Project, and the experimental programs developed by the Contra Costa (California), the Wisconsin, and the New York State Department of Education.

Grateful acknowledgment is made to the International Programs and Services Division of the New York State Education Department and the Joint Council on Economic Education for grants used in connection with the development of courses of study for Grades Nine and Twelve (Economics). Federal funds were also used in the program.

Invaluable assistance was given at various phases in the development of the program by a number of special consultants. Among them were Dorothy Fraser, Professor of Education at Hunter College; John Griffin, Professor of Urban Studies at the City College; Wilhelmina Hill, Social Studies Specialist at the United States Office of Education; Erling Hunt, Professor of History at Teachers College, Columbia University; Solon Kimball, Professor of Anthropology at Teachers College, Columbia University; John E. Maher, Senior Economist, Joint Council on Economic Education; Mildred McChesney, Chief of the Bureau of Social Studies Education, New York State Education Department; Robert McNee, formerly Professor of Geography at the City College; S. Stowell Symmes, Staff Associate, Joint Council on Economic Education; and Donald Watkins, Professor of Sociology at Brooklyn College.

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PRINTING PRODUCTION

Aaron N. Slotkin, Editor, was responsible for the design and printing production. Lillian Amdur, Ruth Eriksen, Edythe Kahn, and Elena Lucchini collaborated in the production. Simon Shulman designed the cover.

INTRODUCTION

Philosophy of the Program

The curriculum revision program in history and the social sciences has been guided by several major considerations. These may be summarized as follows:

1. It emphasizes the teaching of concepts rather than the accumulation of data. The revision program has been predicated on the same theory of learning that inspired recent changes in the teaching of science and mathematics. Impetus for the program results from the conviction - held by many scholars and educators - that social studies is often inadequately taught. Much of the traditional content is at variance with current scholarship in history and the social sciences. Too often the subject is presented as a series of "facts" bearing little apparent relationship to the student's concerns and contributing little or nothing to the maturation of his intellectual powers.

If it is to be truly meaningful, instruction in history and the social sciences should focus on the development of critical thinking. The student must learn to "think as a scholar" — to search out and deal with authentic source materials, to use techniques of inquiry and discovery, and finally, to arrive at conclusions supported by evidence. He should not be asked to accept the answers of others to questions he may not fully understand. The hope is that the student will learn to question and probe — to formulate hypotheses and test conclusions in the light of carefully sifted evidence. He will thus be able to perceive the shortcomings of his own generalizations and to modify them accordingly. Rather than learning "facts" as ends in themselves, he will learn what the facts are, how significant they might be, and to what uses they can be put. This program does not suggest that "discovery learning" is necessarily the only route to better teaching. It does, however, pose the question of whether conceptual learning and the use of inquiry techniques offer a more satisfactory educational venture than the traditional "telling" of content.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age. We live in an era of change and challenge, a time when new and complex forces are reshaping our society. Our students must, of necessity, be receptive to change. They must recognize the sources of change and be prepared to deal effectively with issues raised by change. They must also strengthen their commitment to democratic values. Our students should be helped to appreciate not only the worth of the individual but also the importance of basic civil rights, civil liberties, and civic responsibilities.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences. The factual data to be derived from the study of history and the social sciences have increased enormously during the past few decades. There is now much more to be learned from each of the disciplines than any one person can possibly learn. Each discipline, nevertheless, offers a set of basic concepts variously known as "key ideas," understandings, or generalizations. These concepts provide a structure around which learning may be organized within each grade and from the prekindergarten through grade twelve. Recent educational research indicates that students can learn significant concepts at the earliest levels of instruction. They may use these concepts, moreover, to organize and apply factual information.

A list of the concepts from history and the social sciences on which this program is based may be found on pages vii through xii.

4. It attempts to develop skills and research techniques sequentially. The social science disciplines provide important tools for analysis and encourage the use of objective, rational methods in the study of contemporary problems. In the new program, the development of fundamental skills parallels the development of concepts. When taught functionally and in a sequential

manner, these skills enable students to relate information to key generalizations. A chart of the basic skills indicating suggested grade placements may be found on pages xiii through xvi.

5. It attempts to provide learning activities that aim at conceptualization through techniques of inquiry and discovery. Understandings are developed as pupils find, analyze, and weigh available evidence - including their own experiences - in the search for truth. In the early grades, the "discovery method" relies largely upon activities in which the child is a participant as well as upon vicarious experiences and illustrative materials such as pictures, books, films, and other media. More challenging materials and methods may be used in the middle and upper grades. Probing discussion questions, careful analysis of primary source materials, case studies of concrete social phenomena, the use of contrasting evidence to underscore man's varied social responses -- these and other strategies are used to obtain pupil interest and to develop understandings. More than the usual emphasis is placed upon inductive techniques of teaching. These techniques may be used with equal advantage in the self-contained classroom, in team teaching, in independently programed study, and with both large and small groups of pupils of varying abilities.

No one method, however, is mandated for this program. Children learn in many different ways. The learning process justifies a variety of techniques or strategies and a wide range of teaching materials.

6. It emphasizes the use of multi-media resources rather than the traditional textbook. The new program requires the use of a variety of materials. Traditional textbooks invite "coverage"; they are geared to expository learning rather than inquiry and discovery. Far more useful are pupil materials which lend themselves to the process of drawing inferences and forming generalizations. These materials require students to find, analyze, and weigh evidence, and to reach conclusions. They secure pupil interest and may be used to develop basic skills and understandings.

Especially useful in the new program are the audiovisual materials of instruction -- motion pictures, filmstrips, maps, globes, transparencies, 8 mm. single-concept films, programed instruction, records, tapes, pictures and other nonbook resources.

An effective program in history and the social sciences depends to a very large extent upon the use of multi-media resources. Differences in the backgrounds, abilities, interests, and learning styles of students cannot be served if only a single type of pupil material is presented.

The Basic Concepts from History and the Social Sciences.

As earlier indicated, (page v), the new program focuses on the development of significant concepts drawn from the disciplines of history and the social sciences.

The concepts listed below represent a careful distillation of key understandings which historians and social scientists associate with their respective disciplines. There is, of course, no universal agreement among scholars as to what constitutes the fundamental generalizations offered by their disciplines. The list provided reflects the concepts generally expressed in the most recent literature of the disciplines.

Although some of the concepts may be grasped without difficulty by students, the majority of the concepts require careful, systematic instruction over a long period of time before they can be understood fully. These concepts are not facts to be taught; they are goals to be reached. If students merely learn to repeat the concepts without first laying the groundwork by the study of related content -- reading, observing, inquiring, forming and testing hypotheses, reaching intuitive and tentative conclusions -- they will acquire only empty verbalisms, to be repeated without comprehension and quickly forgotten. Topics should not, therefore, be introduced by providing students with copies of the concepts.

How should we plan for conceptualization? Each teacher must decide the most effective way of introducing particular themes and related content and of motivating students to approach them with enthusiasm and purpose. As class work proceeds and as students use the materials provided, they should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations; to venture intuitive speculations about meanings, implications, consequences; to check hypotheses against available facts; and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. By these efforts, the class will no doubt discover many understandings in addition to those listed. If the concepts are essential to a comprehension of the discipline involved, and if the related content is actually relevant, the concepts indicated for each theme should, at some point during the study of that theme, be arrived at by the class. Of course, the exact phrasing by students will be different from the listing of basic concepts which follows:

History (H)

1. History is a continuous process leading to the present.

    a. Every event, movement, and institution has roots in the past.
    b. Customs, traditions, values, and beliefs are passed from generation to generation.
    c. Man is a product of his past.
    d. An understanding of the past helps man to comprehend the present and search into the future.

2. Historical events have multiple causes and effects.

    a. The causes and consequences of historical events are often numerous and complex.
    b. Historical events may have consequences in times and places other than their own.
    c. Though history never repeats itself exactly, similar causes tend to produce similar results.
    d. Chance and accident influence history and impose limitations on predictability.

3. The present influences our understanding of the past.

    a. Knowledge of the past is based upon artifacts, remains, written records, and oral traditions which have been selected, classified, and interpreted.
    b. The historian uses the information and interpretations of other historians to construct his own explanation of the past.
    c. Historians draw from every field of knowledge to improve their understanding of the past.
    d. Since historians tend to view the past in the light of their own times and culture, the historical record generally reflects the times and culture of the historian.
    e. Each generation must seek to rediscover, verify, and explain the past for itself.

4. Change is a constant in history.

    a. Change is an inevitable condition of life.
    b. Varying attitudes toward change produce conflict.
    c. Among the processes that have been productive of change are the movement of peoples; the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the physical environment.
    d. The tempo of change has varied in different times and places; in the recent past, change has taken place at an accelerated pace.

5. Change does not necessarily imply progress.

    a. Progress involves change toward a desired goal.
    b. The goals of society have varied in different times and places.
    c. Progress occurs as men meet the problems resulting from change with varying degrees of success.
    d. Change at variance with desired goals has also taken place.
    e. Civilizations develop as men successfully meet problems arising from change; civilizations decline and disintegrate as men fail to adapt to new circumstances.

Geography (G)

1. Most of man's activities take place on the surface of the earth; many of his activities take place below the surface of the earth; man is rapidly moving toward activities in outer space.

    a. Man's life is affected by relationships between the earth and the universe.
    b. Where man lives influences the way he lives.
    c. As population density increases, the possibility of conflict and the need for cooperation increase.

2. Earth changes man and man changes earth.

    a. Natural occurrences over which man has no control either improve or destroy life and property.
    b. Man has always used the earth's resources for living.
    c. Man must reexamine his geographic environment in light of his changing attitudes, objectives, and technical skills.
    d. Physical and human changes in one part of the world affect peoples' lives in other parts of the world.

3. Geographic factors have a significant role in the life of a nation.

    a. A nation's use of its geography depends upon its political and economic objectives.
    b. No nation is completely self-sufficient.
    c. Conflicts between nations often arise because of geographic factors.
    d. Intensive exploration of the earth and outer space is increasing international cooperation in scientific ventures.

4. Maps and globes are visual representations of the earth or parts of the earth.

    a. Mapping and map analysis are basic tools of geography.
    b. Scale establishes the relationship between what is seen on a map and the actual size and shape of the area.
    c. Map symbols help us read and interpret maps.
    d. Aerial photography is now essential in mapping the physical features and cultural development of an area.
    e. Distances are measured on the surface of the earth and above and below sea level.

5. Regions are organized on the basis of how people use their geography.

    a. A region is a section of the earth which has distinctive physical or cultural characteristics.
    b. Similar patterns of natural resources and man-made geographic features help to identify cultural areas in various parts of the world.
    c. Relationships between cultural areas tend to expand with increased technological development.
    d. The location of key sites (e.g., cities, military bases, farming regions) is based on their role in meeting the needs of the region or even the world.

Economics (E)

1. Human wants are always greater than the available resources.
    - a. Relative scarcity makes it necessary to allocate available productive resources to best satisfy peoples' wants.
    - b. Wants are individual and collective.
    - c. Wants consist of materials, goods, and services.
    - d. The economic wants of society are never satisfied.
    - e. The conservation of natural resources is necessary for their future availability.

2. In any society choice determines the goods and services produced.
    - a. Society must choose between competing desires in order to establish priorities for what our scarce resources can produce.
    - b. Income withheld from consumption provides savings. Savings used to produce more goods become investments.
    - c. The decision to produce capital goods rather than consumer goods is made possible by savings and investments.
    - d. The more a country allocates for the formation of capital, the more it is able to produce.
    - e. When resources are used to produce particular goods, the alternative use to which those resources might have been put is the "opportunity cost."

3. Increased productivity makes possible the greater satisfaction of man's wants.
    - a. Producers use human, natural, and capital resources to make goods and services.
    - b. Specialization leads to great interdependence in the economy.
    - c. Specialization and the division of labor make possible greater efficiency in producing goods and services.
    - d. Increased interdependence brings about increased trade.
    - e. Real increases in production are largely the result of an increase in the worker's ability to produce.
    - f. Capital is a key factor in producing more goods.

4. Societies develop economic systems in order to allocate limited resources.
    - a. Decision-making on how to use limited resources is the basis of every economic system; e.g., capitalism, socialism, communism.
    - b. Economic systems must provide answers to four questions:
        - 1) What goods and services shall be produced?
        - 2) How shall goods and services be produced?
        - 3) How much shall be produced?
        - 4) Who shall receive the goods and services produced?
    - c. Economic systems vary widely in their theory and practice.

5. Changes in a private enterprise economy result from decisions made by consumers, producers and/or government.
    - a. In a private enterprise economy such as ours, changes in prices largely determine the use that will be made of resources. Prices are basically determined by the demand for and supply of goods and services.
    - b. Consumers will generally choose to purchase with their limited income those goods and services which give them the greatest satisfaction.
    - c. In order to make a profit, businessmen tend to produce those products which consumers desire most. Producers try to keep their costs of production down and their profits up.
    - d. Income mainly comes from individual contributions to the production of goods or services.

e. The level of total spending by consumers and the level of investments by businessmen play key roles in determining recessions or prosperity.

f. Government policies of taxing, spending, borrowing, and controlling credit and money supply have powerful effects upon recessions or prosperity.

g. The economy grows mainly as a result of decisions of consumers to spend and to save and of producers to invest. Government policies strongly affect this growth.

Political Science (P.S.)

1. Governments exist to make rules for group living.

   a. Man develops rules and laws to live together.
   b. Governments are established to do for the individual what he cannot do for himself.
   c. Governments make rules to promote the interests of society.

2. Man has developed various forms of government.

   a. Governments differ in the way power is obtained and exercised.
   b. The nature and structure of governments change.

3. Democracy is a form of government in which ultimate power resides in the people.

   a. Democracy has evolved from the struggles and experiences of the past.
   b. The authority of the democratic state is limited by constitutional guarantees and traditions.
   c. Democratic governments provide protection for the rights of individuals and minority groups.
   d. In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups, and the mass media.
   e. Democratic governments operate on the principle of majority rule.
   f. Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all.
   g. Democratic governments make distinctions between free expression of minority points of view (legal opposition) and subversion.
   h. Democratic living entails duties and responsibilities as well as rights and privileges.
   i. Active participation by citizens in the process of government helps insure the continuation of democracy.
   j. Education is considered necessary for strengthening democracy.

4. Governments have grown more complex in response to changing needs and conditions.

   a. Responsibility is allocated between national and local units of government.
   b. National and local units of government are interrelated and interdependent.
   c. As governments and their functions grow more complex, agencies are created to provide additional services.

5. Nations have established international organizations to resolve conflicting interests.

   a. Nations establish diplomatic and trade relations with one another.
   b. Nations tend to resist giving up sovereign power.
   c. Nations organize with other nations to work together to achieve common aims.

6. All men have inalienable rights. --Civil Liberties (C.L.)

- a. All men are born free and equal in dignity and rights.
- b. All men have the right to freedom of conscience and religion.
- c. All men have the right to freedom of thought, opinion, and expression.
- d. All men have the right to life, liberty, and security of person.
- e. All men are equal before the law without distinctions of any kind.
- f. All men have the right to humane treatment and may not be subjected to cruel, inhuman, or degrading punishment.
- g. All men are entitled to the protection of their property against arbitrary arrest, detention, imprisonment, or exile through due process of law.
- h. All men are entitled to the protection of their property against arbitrary acts of government.
- i. All men have the right to assemble and associate peacefully.
- j. All men have the right to vote by secret ballot in periodic and genuine elections.
- k. All men have the right to an education that will insure maximum development and fulfillment.
- l. All men have the right to work, to free choice of employment, to just and favorable working conditions, and to protection against unemployment.
- m. All men have the right to an adequate standard of living.
- n. All men have the right to participate freely in cultural life.
- o. All men have the right to a nationality, to freedom of movement, and to residence within a country.

Anthropology-Sociology (A-S)

1. Human beings are much more alike than different.

- a. All human beings belong to the same species of animal, Homo sapiens.
- b. All human beings have certain basic needs.
- c. There is no necessary relationship between ethnic differences and distinctive behavioral traits.
- d. No significant differences exist in the innate intelligence and capabilities of human beings from varying racial and ethnic backgrounds.
- e. Members of different racial groups show a considerable overlap in abilities.
- f. Racism results from attributing hereditary superiorities or inferiorities to particular ethnic groups.
- g. Racism produces prejudice and discrimination.

2. Man's present material and cultural level is an outgrowth of the accumulated knowledge and experiences of the past.

- a. Societies draw upon ideas from other cultures.
- b. The pace of technological progress and cultural development has been accelerating at an increasing rate.
- c. Technological backwardness is not characteristic of particular ethnic groups.

3. The culture in which a man lives influences his thoughts, values, and actions.

- a. Societies vary in culture.
- b. No scientific basis has been uncovered for determining the superiority of one culture over another.
- c. The diversity of cultural patterns in the modern world makes cultural coexistence essential.

4. The environment in which a person lives greatly affects his opportunities for personal growth and development.

- a. Historical circumstances, not heredity, determine a people's cultural achievements.

   b. Cultural contributions are not the monopoly of any ethnic group.

5. Man lives in groups.

   a. The family is the basic unit of human society.
   b. Family organization has taken different forms in different societies and at different historical periods.
   c. Man organizes many kinds of groups to meet his social needs.
   d. Group living requires cooperation within and between groups.

6. Man develops social processes and institutions to insure group survival, provide for order and stability, and adapt to the dynamics of change.

   a. To achieve its goals, every society develops its own system of values.
   b. Men and civilizations have been motivated by moral and spiritual values and beliefs.
   c. Children are taught the values, skills, knowledge, and other requirements for the continuance of society by their parents, peers, the school, and other agencies.

The Development of Skills

Fundamental to conceptual learning in history and the social sciences is the student's ability to utilize maps and globes, to locate and gather information, to solve problems, and to participate effectively in group activities. The development of such skills, as we have seen, is an important objective of this program; instruction in this area, in fact, is designed to parallel the grade-by-grade development of basic concepts.

To assist teachers in planning a sequential program of skill development, specific learning activities are presented in this bulletin which provide opportunities for the use of skills in a functional manner.

The chart that follows, which served as a guide for the skills program in this bulletin, should prove useful to teachers in lesson planning. It indicates major social studies skills and the suggested grade levels at which they should be introduced, developed, and maintained. The grade placements indicated are in consonance with recent findings regarding skills in the teaching-learning process. These placements, however, should be modified to fit the needs, abilities, and prior experiences of individual pupils and classes. Teachers may find it necessary to reteach specific skills at various grade levels.

SKILLS IN THE HISTORY AND SOCIAL SCIENCES PROGRAM

* Grade at which skill is introduced.
——— Grade at which skill is developed systematically.
- - - - - Grade at which skill is maintained, reenforced, and extended.

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade
SPECIFIC MAP AND GLOBE SKILLS		*---Recognizing various kinds of maps and globes							
	*---Orienting One's Direction								
		*---Learning to Make Map Plans							
		*---Devising Symbols for Maps and Globes							
			*---Learning Names of Cardinal Directions						
			*---Becoming Familiar with Map Symbols						
			*---Interpreting Map Symbols						
			*---Interpreting Maps						
				*---Interpreting Product Maps					
				*---Locating Places on Maps and Globes					
				*---Tracing Routes					
				*---Interpreting Topographic Features					
				*---Interpreting Scale of Miles					
				*---Interpreting Weather Maps					
						*---Using Parallels and Meridians			
						*---Interpreting Road Maps - Town - Sta			
						*---Interpreting Outer Space Maps			
							*---Converting Degree of L		
							*---Converting Degree of L		
							*---Reading Polar Projecti		
TIME AND SPATIAL RELATIONSHIP SKILLS	*---Relating Dates and Locations to Personal Experiences								
		*---Making Use of Calendar							
					*---Developing Critical Thinking About Events and				
							*---Developing and Using V		
							*---Placing Related Events		
							*---Developing Numerical C		
							*---Recognizing Geographic		
							*---Classifying Similar Ge		
							*---Making Associations of		
							*---Establishing a Geograp		

THE HISTORY AND SOCIAL SCIENCES PROGRAM

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3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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Map Symbols------	------	------	------	------	------	- - - - -	- - - - -	- - - - -	- - - - -
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Places on Maps and Globes------	------	------	------	------	------	------	- - - - -	- - - - -	- - - - -
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	*---Using Parallels and Meridians------	------	------	------	------	------	------	------	- - - - -
	*---Interpreting Road Maps - Town - State------	------	------	------	------	------	------	------	- - - - -
	*---Interpreting Outer Space Maps------	------	------	------	------	------	------	------	------
		*---Converting Degree of Latitude into Miles------	------	------	------	------	------	------	------
		*---Converting Degree of Longitude into Time------	------	------	------	------	------	------	------
		*---Reading Polar Projection Maps------	------	------	------	------	------	------	------
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---Developing Critical Thinking About Events and Dates------	------	------	------	------	------	------	------	------	------
		*---Developing and Using Vocabulary of Time Expressions------	------	------	------	------	------	------	------
		*---Placing Related Events in Chronological Order------	------	------	------	------	------	------	------
		*---Developing Numerical Chronology------	------	------	------	------	------	------	------
		*---Recognizing Geographic Facts------	------	------	------	------	------	------	------
		*---Classifying Similar Geographic Facts------	------	------	------	------	------	------	------
		*---Making Associations of Similar Geographic Facts------	------	------	------	------	------	------	------
		*---Establishing a Geographic Region------	------	------	------	------	------	------	------

Prekg. | Kg | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7

SKILLS IN LOCATING AND GATHERING INFORMATION

*---Recognizing Appropriate Pictures---
*---Locating Appropriate Pictures---
*---Telling Main Ideas---
*---Asking Questions---
*---Selecting Facts and Ideas---
*---Using Newspapers and Current Magazines---
*---Recording Main Ideas---
*---Locating Books Related to Subject---
*---Interviewing---
*---Locating Magazines and Periodicals---
*---Using Title Page---
*---Using Table of Contents---
*---Making Inventories---
*---Developing a Questionnaire---
*---Making Outlines---
*---Using Key Words---
*---Using a Dictionary---
*---Using an Index---
*---Using a Glossary---
*---Using Encyclopedias---
*---Using an Appendix---
*---Using a Preface---
*---Using an Introduction---
*---Using Picture and Clipping Files---
*---Using Topical Listings---
*---Using an Atlas and a World Almanac---
*---Using a Card Catalog---
*---Taking Notes---
*---Using Footno
*---Using Cross
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SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING

(A) Analyzing and evaluating information

*---Listening Intently---
*---Identifying Difficulties and Problems---
*---Interpreting Titles---
*---Re-reading for Clarification---
*---Checking With Other Sources---
*---Differentiating Fact from Opinion---
*---Determining How to Arrange and Organize Data---
*---Interpreting Pictures, Graphs, Tables---
*---Identifying Sources---
*---Identifying Emotional Words---
*---Pointing Out False Ide
*---Evaluating Speaker's Qu
*---Detecting Evidence of Pr

	3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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Periodicals	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -
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---Using a Dictionary	———	———	———	———	———	———	———	———	———	———
---Using an Index	———	———	———	———	———	———	———	- - -	- - -	- - -
---Using a Glossary	———	———	———	———	———	———	———	- - -	- - -	- - -
---Using Encyclopedias	———	———	———	———	———	———	———	- - -	- - -	- - -
---Using an Appendix	———	———	———	———	———	———	———	- - -	- - -	- - -
*---Using a Preface		———	———	———	———	———	———	———	- - -	- - -
*---Using an Introduction		———	———	———	———	———	———	———	- - -	- - -
*---Using Picture and Clipping Files		———	———	———	———	———	———	———	- - -	- - -
*---Using Topical Listings		———	———	———	———	———	———	———	- - -	- - -
*---Using an Atlas and a World Almanac		———	———	———	———	———	———	———	- - -	- - -
*---Using a Card Catalog		———	———	———	———	———	———	———	- - -	- - -
*---Taking Notes			———	———	———	———	———	———	———	- - -
*---Using Footnotes				———	———	———	———	———	———	———
*---Using Cross References				———	———	———	———	———	———	———
*---Using Reader's Guide					———	———	———	———	———	———
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ng How to Arrange and Organize Data	———	———	———	———	———	———	———	———	———	- - -
---Interpreting Pictures, Graphs, Tables	———	———	———	———	———	———	———	———	———	- - -
*---Identifying Sources		———	———	———	———	———	———	———	———	———
*---Identifying Emotional Words		———	———	———	———	———	———	———	———	———
*---Pointing Out False Ideas			———	———	———	———	———	———	———	———
*---Evaluating Speaker's Qualifications			———	———	———	———	———	———	———	———
*---Detecting Evidence of Propaganda			———	———	———	———	———	———	———	———

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade
(B) Organizing ideas	*---Recounting Experiences								
			*---Placing Ideas in Order						
			*---Following Directions						
			*---Separating Relevant From Unrelated Ideas						
			*---Keeping to the Point						
			*---Selecting Appropriate Titles						
				*---Listing					
				*---Using Technical Terms					
					*---Describing Important People and Events				
					*---Using Outlines				
					*---Grouping Related Ideas				
						*---Distinguishing Main Points			
						*---Placing Events in Sequence			
						*---Defining and Introducing a Topic			
						*---Using Topic Sentences			
						*---Checking Meaning of Vocabulary			
						*---Presenting Conflicting Views and St			
						*---Skimming and Summarizing Materials			
							*---Making Bibliographies		
								*---Making Fo	
(C) Reaching a constructive compromise		*---Seeing Rights as a Majority Rule Principle							
				*---Seeing Cause and Effect Relationships					
(XV)	*---Comparing Problems With Previous Experiences								
	*---Recognizing What Inferences May Be Made								
					*---Suggesting Solutions				
						*---Discovering Compromise That Enables Without Destroying Basic Rights and			
SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION	*---Engaging in Fair Play								
	*---Taking Turns								
	*---Following Rules and Laws								
	*---Listening to Reason								
		*---Withholding Judgment Until Facts Are Known							
	*---Observing Actions of Others								
	*---Developing Courteous Behavior								
	*---Learning How to Disagree								
	*---Giving and Accepting Constructive Criticism								
	*---Finding Ways to Include Newcomers								
		*---Introducing People							
	*---Inviting People								
	*---Planning and Contributing Ideas								
	*---Dividing Responsibilities								

3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

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rom Unrelated Ideas

Titles

chnical Terms
*---Describing Important People and Events
*---Using Outlines
*---Grouping Related Ideas
*---Distinguishing Main Points
*---Placing Events in Sequence
*---Defining and Introducing a Topic
*---Using Topic Sentences
*---Checking Meaning of Vocabulary
*---Presenting Conflicting Views and Statements
*---Skimming and Summarizing Materials
*---Making Bibliographies
*---Making Footnotes

Principle
ause and Effect Relationships

*---Suggesting Solutions
*---Discovering Compromise That Enables Progress Without Destroying Basic Rights and Institutions

Are Known

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade
	*---Keeping to the Task-------------------------								
	*---Showing Appreciation of Others' Efforts-------------------------								
	*---Making Choices and Decisions-------------------------								
			*---Handling Interruptions-------------------------						
			*---Suggesting Alternatives-------------------------						
			*---Anticipating Consequences of Group Discussion or Action-------------------------						
				*---Defending a Report-------------------------					
					*---Suggesting Means of Group Evaluation-------------------------				
						*---Following Parliamentary Procedure-			

Adapted from: The State of Wisconsin Social Studies Program, 1964
Thirty-third Yearbook, National Council for the Social Studies

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de 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12
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 *---Suggesting Means of Group Evaluation----+---------+---------+----------+-----------+----------
               *---Following Parliamentary Procedure---+---------+----------+-----------+----------
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Program, 1964
il for the Social Studies

Scope and Sequence, Prekindergarten Through Grade Twelve

Unlike earlier revisions in this curriculum area, the new program in history and the social sciences is predicated upon a carefully articulated scope and sequence for all grades in our school system. A major objective in the development of the program has been the elimination of cycles involving the unnecessary repetition of content at each school level.

The scope and sequence provides for an unusual degree of flexibility in the selection of themes and pertinent case studies. In grade three, for example, each of the first five themes may be developed in terms of comparative case studies of cultures other than those indicated in parentheses. In grades five and six, provisions are made for extending the courses of study in such a way as to meet the special needs and interest of students within a district, school, or class. In both grades, basic learnings from the initial themes are applied on a selective basis to the study of additional themes. In the second semester of grade twelve, the school may offer one or more of a variety of courses.

Unless otherwise indicated, it is expected that all themes listed for a particular grade be developed during the course of the year's work. The order in which themes are presented, however, may be altered to suit special needs and circumstances.

PREKINDERGARTEN: ORIENTATION TO THE WORLD IN WHICH WE LIVE

A. Developing Individuality And Self-Respect
B. Relating To People
C. Participating In Responsibilities And Anticipating Future Rewards
D. Observing How Weather Changes Affect What We Do
E. Realizing That Some People And Places Are Nearby And Some Are Far Away
F. Understanding That Some Days Are Special Days

KINDERGARTEN: THE CHILD IN HIS HOME AND SCHOOL ENVIRONMENT

A. We Live Together In The Classroom
B. We Live Together In The School And Its Environment
C. How The Family Meets Its Needs
D. Some Needs Are Met By People Far Away
E. We Adapt To Change
F. We Observe Special Days Together At Home And In School

GRADE 1: LIVING TOGETHER IN THE COMMUNITY

A. People Live In Groups
B. Many Workers Supply Many Services
C. Government Supplies Services To Meet People's Needs
D. Communities Are Interdependent
E. Changes Occur In The Community
F. Communities Observe Special Days

GRADE 2: HOW PEOPLE LIVE IN CITY COMMUNITIES AROUND THE WORLD

A. How People Live In And Around New York City
B. How People Live In Other Cities In The United States
C. How People Live In Other Cities Of The World
D. Communication Brings People Of the World Closer Together
E. Transportation Brings People Closer Together
F. People Around The World Observe Special Days And Customs

GRADE 3: CULTURES AROUND THE WORLD

(Note: Comparative case studies of selected cultural groups are used in Theme A - E.)

A. How People Live in the Tropical Rainforest
B. How People Live in the Desert
C. How People Live in Grasslands
D. How People Live in Northern Forests
E. How People Live in Mountain Regions
F. How Man Shows His Inventiveness
G. How We Practice Good Citizenship

GRADE 4: AMERICAN PEOPLE AND LEADERS: HOW THE UNITED STATES BEGAN AND GREW

(Biographical Studies of Leaders and Ethnic Contributions)

A. How People Discovered And Explored The Americas
B. How People Settled And Developed Colonies In North America
C. How People Established The United States of America
D. How People Developed Our Nation (to 1900)
E. How People Have Been Leading Us Into The Great Society (since 1900)

GRADE 5: OUR WORLD: GEOGRAPHIC AND ECONOMIC STUDIES

(Note: Grades 5 and 6 comprise a two-year sequence)

A. How The People Of The United States Use Their Geography
B. What The People Of Canada Are Doing With Their Geography
C. How Latin Americans Use Modern Technology
D. How The People Of Europe Are Developing New Economic Relationships In The Light Of Modern Geography
(Select one of the following two themes)
E. How The People Of Asia Are Using Their Geography
F. How The People Of Africa Are Using Their Geography

GRADE 6: OUR WORLD: EARLY CIVILIZATIONS

A. How We Learn About The Past
B. How Modern Man Developed
C. How Western Civilization Developed
(Select two of the following four themes)
D. How Civilization Developed In India
E. How Civilization Developed In China
F. How Civilization Developed In Pre-Columbian America
G. How Civilization Developed In Africa

GRADE 7: AMERICAN HISTORY

A. Why People Moved To The New World (1492-1775)
B. How Permanent Settlements Were Formed In The New World (1607-1775)
C. How The Thirteen Colonies Became One Nation (1660-1789)
D. How America Grew In A Changing Political Climate (1783-1890)
E. How American Democracy Changed In Response To The Needs Of The Twentieth Century (1890 To The Present)

GRADE 8: URBAN GROWTH: CHALLENGES OF A CHANGING SOCIETY

A. Case Study Of The New York Metropolitan Area
B. Urbanization In New York State
C. Urbanization At Home And Abroad
D. Changing Role Of Federalism In Urban America

GRADE 9: WORLD STUDIES: EASTERN CIVILIZATION - REGIONAL STUDIES

(Note: Grades 9 and 10 comprise a two-year sequence in World Studies)

A. Japan
B. Communist China
C. Southeast Asia
D. The Subcontinent of India
E. The Middle East and Moslem Society
F. Sub-Saharan Africa
G. Union of Soviet Socialist Republics: Bridge Between East And West

GRADE 10: WORLD STUDIES: WESTERN CIVILIZATION --HISTORY AND CULTURE

A. The Emergence Of Modern Europe (From The Renaissance To The Rise Of National States)
B. The Industrial Revolution
C. The Growth Of Democracy
D. Nationalism
E. Rise And Decline Of Colonialism
F. Life, Art, Science And Thought In The Nineteenth Century
G. Problems Of War And Peace
H. Live, Art, Science And Thought In The Twentieth Century
I. Current Problems

GRADE 11: AMERICAN STUDIES

A. The Development Of Self-Government In The United States
B. The American People: A Pluralistic Society
C. We Live Together: Social And Cultural Development Of The American Nation
D. Our Nation As A World Power

GRADE 12: FIRST SEMESTER: ECONOMICS

A. An Introduction To Economics And Economic Problems
B. New Methods Of Production Have Led To Improved Living Standards
C. How The Market System Allocates And Distributes Resources
D. How Income Is Distributed In A Market Economy
E. How We Try to Maintain A Growing And Stable Economy
F. Comparative Economic Systems
G. Persistent Economic Problems

GRADE 12: SECOND SEMESTER: ONE OF THE FOLLOWING COURSES

Problems Of Democracy, Modern World Problems, Advanced Placement Courses, Introduction To The Behavioral Sciences, Metropolitan Studies, Modern Geography, African Studies, Asian Studies, Latin American Studies

How To Use This Bulletin

The materials for this grade are arranged in two sections. Section I presents the course of study. It includes a brief introduction, a summary of the course, the course objectives, a list of the major themes, suggested time allocations, and an outline of content. Basic understandings and related concepts from history and the social sciences are indicated for each theme.

Section II contains suggested learning activities and resources. The learning activities are organized around the same themes that appear in Section I and reflect a variety of teaching techniques. Included are samples of instructional materials and specific lesson suggestions. These highlight major concepts and skills that pupils should derive from the learning experience.

Also included in Section II are evaluative suggestions.

Recommendations for Teachers Implementing This Bulletin

1. Read both Sections I and II before planning.
2. Consult the lists of books and audiovisual materials for useful instructional resources.
3. Select and adapt learning activities in accordance with the interests, backgrounds, and abilities of the pupils. (In general, more activities have been provided than most teachers will be able to use within a single year.)
4. Create learning activities for those aspects of a particular theme for which additional activities are desired.
5. Use the evaluative suggestions in Section II to test pupil achievement.

This is a citywide curriculum. Modifications must therefore be made to meet the special needs of districts and schools under the direction of assistant superintendents and principals. Further adaptations will of necessity be made at the classroom level as the teacher plans the daily work for a particular group. These adaptations should, of course, reflect the overall philosophy of the program.

This is also an ongoing curriculum. The curriculum staff will use the feedback sheets attached herein in shaping the definitive courses of study and learning activities. Every effort will be made to develop additional instructional aids as requested by teachers and supervisors.

No curriculum bulletin is ever final. The staff responsible for the preparation of this material looks forward to your continued assistance in the development of a program rooted in sound scholarship; dedicated to the needs of all our children; and reflecting the best judgment and experiences of New York City teachers, supervisors, community leaders, and other groups concerned with educational progress.

KINDERGARTEN: THE CHILD IN HIS HOME AND SCHOOL ENVIRONMENTS

INTRODUCTION

The expansion of the early childhood program, which in many instances provides earlier education for young children through prekindergarten classes implies that for some children kindergarten is not, as heretofore, their first school experience. This is also true of children who attend nursery school or day care centers previous to entering kindergarten. Since these children have had some opportunities for group living and development of their self-image, the kindergarten curriculum in history and social sciences needs be sequential to their previous learnings. For those children for whom kindergarten is their first group experience, and for those with previous experience who need reinforcement, the kindergarten curriculum must provide basic experiences and opportunities for development of self-image and adaptation to a group other than the family. With this in mind, the kindergarten curriculum progresses from the self-identification stressed in prekindergarten to group and community identification.

Time and Depth of Coverage

It is not feasible to treat all topics in the curriculum in similar depth. The length of time and depth of coverage for each topic depends upon the teacher's judgment of the interests and maturity of the children. Every topic is touched upon. Theme F, the observation of special days, continues throughout the school year.

Improving Skills

Social studies skills are part of the skills of the total kindergarten program. Teaching them in a social studies context provides a functional setting for their development.

The teaching of skills to the young child is related to his developmental pattern. The kindergarten child's limited proficiency in school skills is a factor to be considered in the building of understandings. In an informal setting, the kindergarten teacher introduces not only work-study skills but also skills of social interaction and social living.

Using Learning Resources

Multi-media materials offer opportunity for learning a variety of skills. Experiences in which the child is an active participant provide meaningful learning situations. Films, television, records, pictures, etc., enter the learning situation to supply additional information needed to reach understandings.

There is a limited use of the globe and map in kindergarten since many young children find it difficult to perceive the symbolic nature of this material. The approach to map reading in kindergarten is through trips; use of blocks, cartons, etc., to represent locations; use of sand box and flannel board for spatial relationships.

Helping Young Children Think

The kindergarten teacher knows that the child learns best when he is involved as an active doer and thinker. By providing a happy, informal classroom atmosphere, she encourages the child to feel free to express his opinions and to ask questions. She stimulates curiosity and experimentation by supplying a variety of materials, easily accessible to the child, which he feels free to use. The teacher is never too busy to answer questions and to listen to the child's comments and opinions.

When problems arise in class, the teacher helps the child consider alternative solutions. Through first-hand experiences and trips, she helps the child develop awareness, gather data, and guides him in drawing conclusions and in making generalizations. By skillful wording, she encourages the child to respond to simple questions of a reflective type that may require more than one answer. Because the teacher shows that she considers his views important, the young child is encouraged to think independently and to make his own decisions.

Evaluating Progress On The Kindergarten Level

How can the teacher of young children measure the value of the experiences, materials, and methods she has used? More research than is currently available is needed to determine the influence of kindergarten education in later years. For the present, the teacher must rely on her observations of the child's reactions, his perception of values, development of skills, and gains in understandings. A listing of expected outcomes is included with the course of study to facilitate evaluation.

Current Affairs

Throughout the year, important events that are related to the course of study should be interwoven with the learning and made part of the curriculum. Should an event of unusual significance occur, such as an outbreak of war, a milestone in space exploration, a peace settlement, or a breakthrough in science, provision should be made for teaching about this event even though it is not specifically stated in the course of study or learning activities.

Patriotism

Respect for the symbols of our country is reinforced in each grade. Learning experiences designed to foster devotion to the ideals of liberty, freedom, and civil rights are integral to history and the social sciences. Symbols of American freedom to be given emphasis are the Pledge of Allegiance, the Star Spangled Banner, the story of the flag, and the celebrations of holidays.

KINDERGARTEN

SCOPE: THE CHILD IN HIS SCHOOL AND HOME ENVIRONMENTS

A. We Live Together In The Classroom

B. We Live Together In The School And Its Environment

C. How The Family Meets Its Needs

D. Some Needs Are Met By People Far Away

E. We Adapt To Change

F. We Observe Special Days Together At Home And In School

OBJECTIVES

The objectives of the program often are known as the aims, goals or purposes. The teacher uses the objectives to guide her selection of learning activities and the development of new learning activities. Her awareness of the child's needs, interests and abilities, as well as her own ingenuity will help her to adapt the day-to-day classroom procedures to achieve the objectives.

The objectives the teacher aims to achieve are:

1. To help the child relate his school activities and learnings to home and community situations.

2. To develop the child's understanding of the importance of school in his life.

3. To increase the child's awareness of the need to follow rules and regulations developed for the benefit of the group.

4. To develop the child's respect for himself and understanding of the roles of the individual in a group.

5. To involve children as eager participants in school activities and to help them appreciate the roles of school personnel.

6. To help the child recognize the value of our resources and our responsibilities to conserve them.

7. To arouse the child's curiosity about people, places, and things, both near and far away.

8. To build an appreciation of the compatability of cultural differences.

9. To help the child realize the interdependence of family members, economically and socially.

10. To inspire in children a love of our country and pride in being an American.

11. To sharpen the child's observation of the changes in seasons, families, schools and communities.

12. To help the child develop foundational skills related to gathering and using information in the social sciences; e.g., listening intently and observing accurately, developing simple map and globe skills, classifying, drawing inferences, making simple generalizations.

THEME A: WE LIVE TOGETHER IN THE CLASSROOM

Content Outline

1. There are many children in a class.

   Each child is important.
   Each child has a name which identifies him in the group.
   Each child comes to school to learn.
   Learning together aids children in relating to one another and in making friends.
   Varied activities provide for developing similar and different interests.
   Each child has the opportunity to develop his interests and abilities to his greatest potential.

2. There is one or more teachers for each class.

   The teacher helps children learn about people, places and things.
   The teacher helps children in the class live together safely and happily.
   The teacher helps all the children find out things by themselves.
   The teacher is shared by all the children in the class.

3. There is a space for each class.

   Each room has a number name and location.
   There are materials and equipment in each room for the children to share.
   Each room has tables, shelves and closets that contain the materials the children use.
   Each room has cubbies or other specified places where children may put their outer clothing.
   There are special sections in each room for different activities.

4. Rules are needed when two or more children share activities and materials.

   The teacher helps the children decide upon rules that are fair to everyone.
   Rules are made for the benefit of the group.

Understandings and Concepts

As the teacher keeps in mind the objectives for this level, she helps the child to build understandings based on his experiences. She guides him in thinking through the problems and in drawing simple generalizations. Many experiences are needed to develop the understandings that eventually will lead to the formation of the concepts. Since many different understandings may be involved in the development of a concept, the concepts will reappear related to the various understandings needed. The concepts cannot be attained by young children. They are included so that the teacher may recognize the various social science disciplines which are introduced at this grade level.

Understandings	Concepts
Each child is important.	All men are born free and equal in dignity and rights. (Civil Liberties)
We learn together in school.	Man organizes many kinds of groups to meet his social needs. (Anthropology-Sociology)
All children, when old enough, attend school.	All men have the right to an education that will insure maximum development and fulfillment. (Civil Liberties)
The teacher helps the children learn many things.	Children are taught the values, skills, knowledges, and other requirements for the continuance of society by their parents, peers, the school, and other agencies. (Anthropology-Sociology)
Limited space, personnel, and materials necessitate taking turns and sharing.	Relative scarcity makes it necessary to allocate available productive resources to satisfy people's wants. (Economics)
Teacher and children cooperate in establishing rules for living together in the classroom.	Man develops rules and laws to live together. (Political Science)

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THEME B: WE LIVE TOGETHER IN THE SCHOOL AND ITS ENVIRONMENT

Content Outline

1. We travel to and from school.

   Each child learns his best route to school; e.g., hazardous areas are avoided, dangerous crossings, corners without traffic lights, etc.
   Observe proper conduct on the way to school; e.g., guessing games conversations, etc.
   Necessary safety rules are included; e.g., traffic signals and what they mean, looking both ways before crossing, crossing streets at the corner, etc.
   Why safety rules are necessary on the school bus.
   How to wait for the school bus; e.g., stand on the sidewalk, etc.
   Why there are special helpers on the route to school; e.g., policemen crossing guards, school aides, nurse.

2. The school has many rooms to give many services.

   Each class has its own room; there are many rooms because there are many classes.
   Rooms are equipped differently to serve different purposes; e.g., television room, art room, gymnasium, library.
   Some rooms are shared by many classes at the same or scheduled time; e.g., library, lunchroom.
   Some facilities are shared by everyone; e.g., furnace room, exits, stairways.

3. Many people in the school are needed to provide services.

   Some help provide learning activities; e.g., principal, assistant-principal, teachers, and teachers' assistants.
   Some help keep the school clean, warm and safe; e.g., custodian and helpers.
   Some provide health services; e.g., doctor, nurse, dentist, lunchroom workers.
   Some take care of reports and materials; e.g., secretaries, school aides.

4. We have a responsibility for the proper use and care of the school and its facilities.

   Some equipment has to last a long time; e.g., desks, tables, chairs, record players, tape recorders.
   Some materials have to be used again and again by many children; e.g., blocks, books, toys.
   The school building must be used by many people now and in the future.

5. We have fun learning in school.

   The things we learn in school help us outside of school.
   We are learning when we visit other classes; e.g., to watch a dramatization, to see their work, to go on trips with other classes.
   Older children also help us learn; e.g., help with safety rules.
   We share our learning with others; e.g., little brothers and sisters, other classes in school.
   We learn when we meet children who have distinctive customs; e.g., Puerto Ricans, Chinese, etc.

Understandings	**Concepts**
There are certain rules and laws which must be observed for health and safety.	Man develops rules and laws to live together. (Political Science)

We give and receive help.	Group living requires cooperation within and between groups. (Anthropology-Sociology)
The school and equipment are shared by many people.	Human wants are always greater than the available resources. (Economics)
We take care of the school and equipment so that other children can use them in the future.	Democratic living entails duties and responsibilities as well as rights and privileges. (Political Science)

THEME C: HOW THE FAMILY MEETS ITS NEEDS

Content Outline

1. Every family needs a home, food, and clothing.

   Families must rent or buy a home.
   Many families in the city rent apartments or houses.
   They pay money for rent to the city or to the person or group of people who own the building to take care of repairs and other upkeep. Some families pay money to buy their own homes. They may do their own repairs and pay the other expenses themselves.
   Families in the city buy food at a store.
   Families in the country may grow some of the food they need.
   Families may buy clothing in a store or may buy the materials and make the clothing at home.

2. Families need a source of income so they will have the money to buy what they need.

   Most fathers and many mothers have jobs outside the home.
   They earn money (wages, salary) for their work.
   They use the money to meet the family's needs.
   People earn money in many different ways; e.g., by producing goods, giving services.
   The money the family spends provides income for other people.

3. Family members have jobs and responsibilities that make them interdependent.

   The mother usually is responsible for cooking, cleaning, caring for the babies and members who need special care.
   Children can help in many ways; e.g., picking up their toys, putting clothing away, going on errands, etc.
   The member of the family who works outside the home shares the money he earns with the family.
   Fathers often help with household tasks.
   Fathers and mothers help the children learn rules for keeping the family healthy, safe, and happy.
   Families enjoy things together.

4. Families use tools and machines.

   Every family uses simple tools in daily living; e.g., needle, hammer.
   Many families use mechanical devices; e.g., can opener, egg beater, etc.
   People invent improvements of tools and machines; e.g., electric washer and drier, electric iron, electric toaster, vacuum cleaner.
   Modern machines make family living more comfortable; e.g., washing machine.
   Machines need care in handling and maintenance.

5. There are families in all the countries of the world.

   Some countries are far away from where we live; e.g., France, Nigeria, Japan.
   The families in these countries are similar in some ways to families in America; e.g., basic needs.
   These families differ in some ways from families in America; e.g., customs, foods, dress, housing, holidays, games, songs.

Understandings	Concepts
Most people live in family groups.	The family is the basic unit of human society. (Anthropology-Sociology)
All families have the same basic needs.	All human beings have certain basic needs. (Anthropology-Sociology)
Fathers and mothers are the leaders in the family group.	Family organization has taken different forms in different societies. (Anthropology-Sociology)

Families must earn money to supply their wants.	Income mainly comes from individual contributions to the production of goods or services. (Economics)
Cooperation among family members helps the family meet its needs and enjoy life together.	Specialization and the division of labor make possible greater efficiency in producing goods and services. (Economics)
Families depend on tools and machines to make their lives more comfortable and efficient.	Consumers will generally choose to purchase with their limited income those goods and services which give them greatest satisfaction. (Economics)
Families live in different places and countries.	Where man lives influences the way he lives. (Geography)
Families are alike in many ways but they may differ in customs, foods, housing, etc.	Societies vary in culture. (Anthropology)

THEME D: SOME NEEDS ARE MET BY PEOPLE FAR AWAY

Content Outline

1. We depend on many people in our own country who do not live near us.

    Food is grown by farmers, cattlemen, fruit growers and dairymen who live on farms and ranches.
    Fishermen go far out to sea to catch fish.
    Some fresh foods are shipped to us by refrigerated planes, trucks and trains.
    People work to process or package food for us; e.g., frozen orange juice in Florida and California, pasteurized milk in New York.
    People in factories far and near make clothing.
    People work in factories to make things to satisfy our wants; e.g., automobiles, furniture.

2. We depend on people in other countries who grow or make things we want.

    Some foods are grown in other places; e.g., sugar in Jamaica, bananas in Puerto Rico.
    Some things are made in other places; e.g., toys in Japan.
    Materials for clothing may come from far away; e.g., wool from Scotland.
    People must drive trucks, trains, planes and ships to bring us things from far away.

3. What happens to people in other countries is important to and affects us in the United States.

    At time of catastrophe UNICEF (United Nations International Children's Emergency Fund) sends food, clothing, etc., to families in other countries.
    If there is not enough work in their country, many families come to the United States to find work or to better themselves.

4. We learn from people in other countries and they learn from us.

    People travel to and from other countries.
    Some people visit relatives who live in other countries, e.g., Africa, Europe, /Israel, Puerto Rico
    Musicians, actors, and artists travel from one country to another.
    Location of other countries in relation to the United States may be found on the globe.
    Foreign films are shown in the United States and American films are shown abroad.

Understandings	Concepts
We depend on people we do not know and who live far away from us to provide materials and services that we need.	No people is completely self-sufficient. (Geography)
What happens to people in other parts of the world affects us.	Physical and human changes in one part of the world affects peoples' lives in other parts of the world. (Geography)
People can learn many things from one another.	Societies draw upon ideas from other cultures. (Anthropology)
The globe shows places in the world.	Maps and globes are visual representations of the earth or parts of the earth. (Geography)

THEME E: WE ADAPT TO CHANGE

Content Outline

1. Many changes occur in families.

Families change in size; e.g., babies are born, a family member gets married and leaves the home, a relative comes to live with the family, a member leaves to go away to work or college.
Families differ in composition; e.g., a father, a mother, one or more children; one parent, foster parents; grandparents, aunts, uncles, cousins.
Families move into different homes. They want more space, convenience to places of work, newer building.

2. Our life in school changes.

New teachers come to the school.
We are promoted to another grade to learn more and more.
We have more responsibilities in school; e.g., becoming monitors, crossing guards.
Renovations are made in the school building.
New schools are built.
Our big brothers and sisters go to other schools; e.g., intermediate schools, high schools, colleges.

3. Weather and seasons change family needs.

Families' clothing needs change; e.g., heavier clothing in winter and lighter clothing in summer.
People need a warm home in winter.
People use more electric light at home in winter.
People eat different foods at different seasons; e.g., grapes and watermelon in summer, hot cooked foods in winter.
Food spoils more quickly in summer; e.g., milk needs continuous refrigeration.
We take frequent baths in summer to keep cool and clean.

4. Weather and seasons affect employment.

Some city helpers' jobs are seasonal; e.g., outdoor construction may proceed on clear days, snow removal occurs in winter.
Farmers' work differs according to season; e.g., planting in the spring, harvesting in the fall, repairing equipment indoors in winter.
Some farm workers and their families move to various locations for different harvests.

5. Weather and seasons affect how the family uses its leisure.

More people take vacations in summer.
There are more things to do outdoors in spring and summer; e.g., sitting outdoors, going on picnics, caring for baby outdoors, playing ball, roller skating.
In fall and winter, we watch TV, go to indoor pools, play indoors.

Understandings	Concepts
Changes occur in everyone's life.	Change is an inevitable condition of life. (History)
Weather and climate affect our lives.	Where man lives influences the way he lives. (Geography)
Some kinds of work depend on the weather, the climate, and physical characteristics of the country.	Geographic factors have a significant role in the life of a nation. (Geography)

THEME F: WE OBSERVE SPECIAL DAYS TOGETHER AT HOME AND IN SCHOOL

Content Outline

1. Our flag has a special meaning rooted in the past.

    We study the appearance of our flag;e.g., colors, numbers of red and white stripes, blue field, number of stars.
    We learn how to handle and display our flag according to established ways.
    We learn what the stars, stripes and colors represent.
    The first flag was made by an American woman when our country was new.
    Our flag has changed many times since the making of the first flag and may change in the future.

2. Our country has grown in many ways.

    Indians formerly were the only people who lived here.
    At first few other people came to live in America. They had to make and do everything for themselves.
    Many more people came to live in America. Many houses, stores, streets, cities and farms grew.
    There are many different peoples from many different countries living together in the United States. They are all Americans.

3. There are many American heroes.
    American heroes came from many countries, racial and ethnic groups; e.g., Herman Badillo, Ralph Bunche, Thurgood Marshall, Robert Weaver.
    Some of the deeds of American heroes were done as soldiers, inventors, leaders, presidents, nurses, teachers.
    We have heroes today;e.g., astronauts, inventors.
    We learn about our past and present heroes by celebrating and commemorating in many ways their birthdays or dates of special deeds they performed;e.g., monuments, medals, parades, holidays.

4. We promise to be good Americans.

    We show that we love our country in many ways; e.g., singing about her, taking part in celebrations, keeping our country healthy and clean.
    Our country provides many services for us; e.g., free schools, parks, protection from fire.
    We promise to help our country; e.g., take care of resources.

5. We celebrate American holidays because they commemorate special days in our country's past.

    There are many ways in which we celebrate special days to honor heroes; e.g., statues are made; schools, streets, cities are named after heroes; hold parades; celebrate holidays; display flags; present special programs; sing special songs.
    Ways of celebrating have changed;e.g., no fireworks.
    We learn about our country's past in celebrating the special events that have happened long ago; e.g., Columbus Day.
    We celebrate important events as they happen today; e.g., an astronaut's flight.
    What happens today will affect the way we live and act when we grow up; e.g., exploration of space.

Understandings	Concepts
Our holidays commemorate special events that happened long ago.	Every event, movement, and institution has roots in the past. (History)
Our country was different in the past and will be different in the future.	Change is an inevitable condition of life. (History)
Heroes are people who have done great deeds for other people.	Men and civilizations have been motivated by moral and spiritual values and beliefs. (Anthropology-Sociology)
We can be good Americans by sharing and caring for the resources of our country.	The conservation of natural resources is necessary for their future availability. (Economics)

KINDERGARTEN
SKILLS TO BE DEVELOPED IN HISTORY AND THE SOCIAL SCIENCES

SKILLS

Spatial Relationship in Skills

- Discovering spatial relationships.
  - Finding the route to school and to special places in school; arranging materials in designated areas.
- Dealing with the remote in space.
  - Evaluating and clarifying ideas gained from pictures, books, television, radio, films and trips to the zoo, museum, etc.

Map and Globe Skills

- Perceiving relationships of location
  - Understanding and using vocabulary relating to directions; orienting one's direction.
- Devising symbols for maps and globes.
  - Using blocks, cut-outs and other materials for representation of objects or geographic areas.
- Interpreting flat maps and globes.
  - Recognizing land and oceans; learning to use colors symbolically; locating certain places.

Time Relationship Skills

- Understanding chromological time
  - Using concrete representation such as string or rope to show change in height over a period of time.
- Relating dates to personal experiences
  - Celebrating special days; planning trips; relating dates to special responsibilities.
- Making use of the calendar
  - Learning the names of the days, months and year; relating seasons to the calendar; following calendar from left to right.
  - Speaking of past and future; e.g., When I was a baby, When my daddy was a little boy, When summer comes, etc.

Skills in Locating and Gathering Information

- Collecting data
  - Discovering through first-hand experiences; e.g., trips, experimenting with sensory and manipulative materials.
  - Gathering realia and representative materials; e.g., artifacts from other cultures.
  - Locating sources of appropriate pictures; e.g., newspapers, magazines, picture post cards.
  - Deepening insights through supplementary sources related to topic; e.g., songs, stories, games, classroom routines.
- Classifying and Interpreting data
  - Selecting main ideas, retelling events sequentially, identifying central characters, interpreting moods, noting similarities and differences, following directions.
  - Using creative dramatics to project characters and past events.

Skills in Problem Solving

- Recognizing and seeking resources in the community when needed for problem solving.
- Remembering recent past experiences and applying this information to current problems.
- Identifying sequential steps needed to solve problems.
- Discussing ideas with a group for further clarification.
- Inquiring by formulating questions, listening to answers and applying to the solution of a problem.
- Considering and evaluating before accepting or rejecting information.

Skills in Social Living

- Engaging in fair play
- Following rules and laws.
- Listening to reason.
- Withholding judgment until facts are known.
- Developing courteous behavior.
- Learning how to disagree.
- Giving and accepting constructive criticism.
- Finding ways to include newcomers.
- Inviting people.
- Planning and contributing ideas.
- Accepting and sharing responsibilities.
- Keeping to the task.
- Showing appreciation of the efforts of other people.
- Making choices and decisions.
- Respecting the rights of others.
- Respecting the rules of the majority.

SUGGESTED LEARNING ACTIVITIES

THEME A: WE LIVE TOGETHER IN THE CLASSROOM

The learning activities are suggested, not prescribed. In no way should they stifle teacher initiative in using or developing other approaches. They are merely examples of certain ways of implementing the goals of the program which have proved successful in some schools.

An emphasis on individual and small group instruction, with occasional whole class participation, provides opportunities for each child to explore in depth and to gain understandings consonant with his ablilities.

The content of the first theme is directed toward orienting the child to his new environment and toward helping him achieve a successful school experience.

THE TEACHER	THE CHILD
THIS IS OUR ROOM	
Prepares room before opening day of school. During first days of school, establishes routines. Encourages a relaxed, friendly atmosphere.	
Puts colorful picture sign on door so parents and children may identify room.	Reacts favorably to colorful picture sign on door.
Arranges tables and chairs in social grouping.	Chooses place to sit.
Displays large mounted pictures on children's eye level.	Reacts to colorful environment with pleasure.
Asks questions about the pictures.	Enjoys looking at and discussing the pictures with people interested in listening to his ideas.
Listens with evident interest to his comments. Answers his questions on his level of understanding.	Makes comments. Asks questions.
Arranges materials on low shelves or cabinets easily seen by and accessible to children.	Notes arrangement of materials, Sees some material which appeals to him.
Provides cubby or hook, which he can reach, for each child.	Learns there is a special place for him where he keeps his outer clothing.
Arranges centers of interest; e.g., housekeeping area, block corner, library table.	Notes that special play materials are kept together in one area. Becomes aware of other children with whom he may play and share materials.
Discusses routines of clean-up-time; e.g., putting blocks in proper places, returning books to library shelf or table, putting table games back on shelves.	Accepts responsibility for putting away materials he has used.

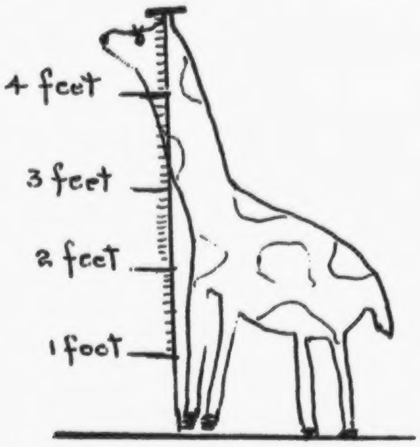
THE TEACHER	THE CHILD
EACH CHILD IN THE CLASSROOM IS IMPORTANT	
Greets each child as he comes to class.	Realizes that teacher knows who he is and likes him. Overcomes fear of strange persons and place.
Greets parent or escort who accompanies child.	Is aware that teacher is friendly to his parents and family.
Assembles small pictures or colored parquetry shapes.	Looks at the pictures or small colored paper shapes. Notes differences in color, design, or shape.
Encourages child to choose one for identification of his cubby, with a label bearing his name.	Selects picture, color or design he likes best. Notices that other children choose different colors or designs.
Reads child's name to him.	Is pleased to hear his own name.
Helps him fasten the picture or shape to his name label.	Likes to participate in labeling his cubby.
Labels child's cubby with card bearing his name and chosen picture.	Is aware of being a member of the group.
Shows the other children the picture each child has chosen.	Likes to have a special place to keep his possessions. Notices that each child has a special place for his belongings.
Uses snapshot of child, if one is obtainable, instead of other label for cubby, or on bulletin board showing all class members.	Understands that the printing next to his photograph is his name. Sees that each child has a name.
Uses child's name in songs and games.	
"Where is Johnny?" (To Tune of Frere Jaques. Substitute child's name.) Where is Johnny? Where is Johnny? Here I am. Here I am.	Is alert to hear name. Responds to name cue. Listens to responses of other children. Realizes that each child is important.
How are you this morning? Very well, I thank you. That's very nice. That's very nice.	Gradually becomes participant rather than passive listener.
Uses child's name in giving directions; e.g., "John will you hold the door open for us?" "Maria would you like to pass the cookies?"	Is aware that the directions are being given to individual children. Listens for own name. Responds with appropriate action. Begins to develop leadership potential. Realizes that he has a responsible act to perform that is helpful to the class. Develops respect for himself. Wishes to do the job well and to please his teacher and classmates.

THE TEACHER	THE CHILD
Establishes procedures for celebrating birthdays in class to help children feel important.	
Prepares paper crown with the number "5" or "6" on it to be worn by the birthday child.	Notes his acceptance by the significant people in his life:teacher, classmates, friends and family. Develops a sense of his own worth.
Permits birthday child to be host at snack time.	Assumes leadership role.
Invites birthday child to choose his favorite song or game.	Choose song he knows or prefers.
Permits him to lead the line at dismissal time.	Is happy to have first choice.
Chooses a story about the celebration of a birthday.	
Sits on low chair so illustrations are at child's eye level.	Is attracted to colorful pictures. Likes to be near the teacher.
Invites the children to enjoy the story and pictures with her.	Is pleased to be part of a group activity. Is interested in discovering what the story is about.
Reads or tells the story and shows the illustrations simultaneously.	Understands that the printed page is related to the illustrations. Listens intently to story.
Ruth M. Baylor, *Birthday For Barbara*, New York: Reader's Digest Educational Services Inc., 1967. Barbara, a little Negro girl, discovers that her birthday is a "special day."	
Does everybody have a birthday? How many times in one year does each person celebrate his birthday?	Learns that each person has a birthday of his own. Understands that a birthday comes once every year.
Why is a birthday a special day? What made Barbara feel important on her birthday? What are some other ways of celebrating birthdays in your family?	Realizes that his birthday is a day important for him. Recalls that she wore a pretty dress, received a present, wore a crown, etc. Listens to children tell of other ways. Generalizes that different people have different tastes and ways of doing things. Begins to understand that people are alike but different in some ways.
Shows the simple puzzle depicting Barbara's classmates that accompanies the story *Birthday For Barbara* to a small group of children who need reinforcement in identification of the story characters and in gaining understandings.	
What are all the people in the puzzle doing together?	Recalls that the children are helping Barbara celebrate her birthday.

THE TEACHER	THE CHILD
Why do they look so happy?	Realizes that people enjoy doing things together.
Why would Barbara be less happy if there were nobody to help her celebrate?	Understands that he can help other people enjoy their birthdays and that they will help him enjoy his birthday.
Makes puzzle accessible so that it may be used by any child who is interested.	Feels secure in using puzzle with whose content he is familiar. Develops confidence in ability to cope with school materials. Begins to develop habits of perserverance and independence.
At another time, puts out the more difficult puzzle about Barbara's school that accompanies the same story for the more advanced child and for the child who has been successful with the simple puzzle and now needs more challenging material.	Is encouraged to move on to something more difficult. Enjoys meeting old story friends and situations in a different form.
Prepares a birthday song.	
Sings to children.	Listens to song.
Asks children to sing along.	Sings with teacher and children.
Substitutes appropriate name and age of birthday child.	
"Johnny's Birthday is Today" Brooks Baker, This is Music Boston: Allyn and Bacon, Inc., 1965, p. 89.	Is aware that the birthday child is being singled out for special attention. Enjoys helping another child celebrate a birthday.
Johnny's birthday is today, He is five years old today, Happy birthday, Johnny.	

THE TEACHER	THE CHILD
SIMILARITIES AND DIFFERENCES EXIST IN THE CLASS	
Points out that no two people look exactly alike. Through use of a singing game, calls attention to similarities and differences in colors and types of children's clothing.	
"Mary Wore a Red Dress" Beatrice Landeck, Songs to Grow On, New York: Edward B. Marks Music Corporation, 1950, p. 12. Substitutes child's own name. Substitutes "shirt" or "tie" for "dress" when boy's name is sung. Mary wore a red dress, red dress, red dress Mary wore a red dress, all day long.	Listens for own name. Recognizes names of classmates. Identifies children by special characteristics; e.g., boy or girl, color of dress or shirt. Grows more observant of details of appearance of other children. Practices ability to identify colors of clothing worn by children. Calls other children by name in choosing partners.
After playing the game asks: How many children wore something red (blue, etc.) today?	Reinforces ability to identify different colors.
What do the boys wear that is different from what the girls wear?	Is alert to differences in clothing that distinguishes boys from girls.
Displays pictures of children from other countries to show that all people do not dress as we do.	
Selects a few pictures; e.g., a Japanese family, an African family from "Families Around the World" New York: Silver Burdett, 1966.	Enjoys looking at colorful pictures. Observes that the people look and dress differently from people in the class.
What are the Japanese children wearing that we do not wear?	Observes and compares details of clothing.
What do we wear on a rainy day that they do not use? What do they use instead?	Sees that there are other ways than ours for providing for shelter from rain.
Why do people wear special clothing? Why couldn't African children wear the same clothing if they went to school in New York in the winter?	Begins to understand that difference in styles of clothing is sometimes the result of climate or weather.
If you lived in another country, would you like to wear the kind of clothing the people in that country wear?	Realizes that under other conditions he might dress differently.
Encourages children to notice that people are different from one another by weighing and measuring each child. Tells aloud what each child's height and weight is. Gives opportunity for children to measure one another against a wall chart marked off in feet and inches. Emphasizes that children have many similarities regardless of different weights and heights.	Gains perception of self in relation to others. Is aware that everyone is not alike, there are some similarities. Enjoys finding similarities and differences in height amongst his classmates.

How tall are you?



THE TEACHER	THE CHILD
Selects rhymes and verses that emphasize differences by humorous exaggeration.	
"Jack Sprat" Jack Sprat would eat no fat His wife would eat no lean And so betwixt them both They licked the platter clean.	Enjoys humor of differences as shown by verse.
How was Jack Sprat different from his wife? Why was it good that each was different?	Gathers that some differences are unimportant. Realizes that differences may be fortunate.
Provides variety of materials to encourage freedom of choice. Takes group for a stroll around the room. Asks children to identify the activities available; e.g., science table, easel for painting, crock for clay, puzzles in rack, games on shelf, dishes and dolls in housekeeping area, blocks for building, etc.	Enjoys seeing so many things to do. Feels that school is a pleasant place. Wishes to try out some of the activities. Is curious about some materials that are new to him.
Encourages children to tell which activities they are eager to try. Assures children that there is something for everyone.	Satisfies his curiosity by using a new game or art media or building with blocks.
After the period is over asks children who have made a product; e.g., painting, block building, clay form, collage, etc. to show it to the group.	Notices that different children choose different activities. Is stimulated by their accomplishment to wish to try a new activity next time.
	Notices that some children choose the same activities.
	Makes the generalization that people are more alike than different.

THE TEACHER	THE CHILD
Discusses products with group.	
What did Mary do with the clay?	Sees that each child uses materials differently.
Who did something different with clay?	Realizes that many ways of doing things are acceptable.
Can you think of another way to use the clay?	Feels encouraged to experiment and to express own individuality.
What did John and Ed build with their blocks?	Respects the accomplishments of others however different they may be.
How is it different from the buildings we made yesterday?	
What other materials could we use with the blocks?	
WHO IS MY TEACHER?	
Sings to children (to tune of *Frere Jacques*).	
My name is Mrs. Edwards, My name is Mrs. Edwards,	Listens to teacher's name.
What's my name? What's my name?	Responds to question by repeating teacher's name.
Everybody say it. Everybody say it. Now you know.	Use teacher's name in addressing her. Use teacher's name in speaking of her to classmates and family.
Selects story to clarify role of teacher.	
Clara Greene, *I Want To Be A Teacher*, Chicago: Children's Press, 1957.	
What did the teacher in the story do? What am I doing now? Who has a mother who is also a teacher?	Becomes aware of ways in which the teacher helps the children.
Would you like to be a teacher?	Realizes that one can learn to be a teacher.
Encourages children to ask questions about a teacher; e.g., where she lives, if she has a family, what she does when she is not in school.	Clarifies ideas about the teacher as a person with a way of living outside of school.
Provides materials so that some children may role-play the teacher and the class. Observes children's ideas of the role of the teacher. Enlarges children's understanding by giving suggestions as needed.	Expresses idea of teacher's role.
How can one teacher help so many children put on their raincoats and galoshes?	Takes initiative in role of teacher to solve problem.
How can the children help the teacher?	Suggests ways; e.g., help one another, choose a monitor to help.
Shows friendliness by personal concern for child.	Is aware that teacher is friendly to him.
Sends "get-well" card to sick child. Finds out about home problems from older siblings. Shows concern and willingness to help. Rejoices with child in his happy events.	Appreciates that he is missed. Looks upon teacher as source of help.
Encourages children to have parents meet the teacher.	Realizes the teacher likes his family, too.

THE TEACHER	THE CHILD
Guides children in the realization that the teacher is helping children learn when she shows them how to find out and how to do things for themselves.	Understands that the teacher is not rejecting him when she does not do his job for him.
Suggests that children try to button their own outer clothing. Designates a child to help those who cannot manage difficult top buttons, etc.	Is encouraged to finish quickly so he too can help others.
Confers with children in preparation of a "Helper's Chart." Asks for suggestions of things children can do alone.	Suggests caring for pets and plants, setting table for snacks, caring for class library, etc.
In manuscript, writes child's suggestion on chart. Reads it aloud simultaneously. Puts picture next to word for easier identification; e.g., books next to "library."	Takes pride in his contribution. Is aware of relationship of written and spoken word. Indicates willingness to take turns. Recognizes the need for many people to help.
Discusses rotation of assignments. If one childwere always the librarian, how would other children learn how to take care of the books?	Realizes that not only is his help of value but also that he can learn something new.
If the same two children always went for the milk, how would the other children find out where and how to go?	Is encouraged to venture beyond the room with another child. Grows in independence.
If the teacher cared for the pets, how would the children learn how to keep them healthy?	Wants pets to like him. Is curious about their habits.
Refers children to chart if problem of duties arises.	Learns to look up information for himself. Feels proud that he can find out for himself.
Assembles pictures of children playing ball, carrying packages, playing dominoes, looking at a book, etc.	
Labels two bulletin boards or classbooks: We Learn Together and Things We Can Do Alone. Asks children to sort pictures into these two groups. Discusses why some tasks are better done alone, while some need help.	Sorts pictures. Brings additional pictures.
In which picture did the child need help? What kind of help could he use? In which picture did the child do something to help himself? In which picture did the child do something to help another child? In which picture did the teacher or parent help the child?	Notes that in some instances help is needed. Recognizes different abilities. Realizes that it is good to be independent. Understands that he can do something to help others. Learns to accept help graciously when needed.

THE TEACHER	THE CHILD
Selects story that shows a teacher in a different school.	
Ludwig Bemelmans, *Madeline*, New York: Viking Press, 1939. Twelve little girls of whom Madeline is the leader and their teacher, Miss Clavel, go to a boarding school in Paris.	
In what ways is Madeline's school different than our school?	Realizes that children sleep and eat there, dress alike, only girls.
In what ways is Madeline's school similar to our school?	Children go to learn. There is a teacher. They go on walks.
Who is Madeline's teacher? Who is your teacher?	Identifies both teachers by name.
How did Miss Clavel help her class? How does your teacher help you?	Understands that although they do not look alike, the teachers perform similar functions.
Chooses singing game to show how adults teach their children.	
John Langstaff, *Over in the Meadow* New York: Harcourt Brace, 1957. (The music is on the last page of the book.) Ten different animal families learn from their mothers.	Enjoys participation in action song.
Sings song to group. Encourages children to act out each verse.	Understands that all children and baby animals learn some things from adults.
Who would like to be the mother? Who will be the babies?	Participates as teacher or learner.
Who taught you to walk and talk when you were a baby?	Understands that he received help as an infant.
Who teaches you new songs and stories?	Recognizes an aspect of teacher's role similar to parent's.
Why do children need mothers and teachers to help them learn?	Realizes that adults know many things that they can share with children.

THE TEACHER	THE CHILD
RULES HELP PEOPLE LIVE TOGETHER	
Chooses a record, or sings without accompaniment, an action game in which people have to perform certain actions at prescribed times.	Is eager to join in game with other children. Enjoys physical activity. Realizes it is fun to do things with other people.
"Around We Go" Marjorie Matsushita and Judson Powell, "Singing Action Games", *Honor Your Partner Records*, Freeport, New York: Educational Activities, Inc. 1965.	
Around we go, around we go, one big circle marching so. In we go, in we go, one big circle shrinking so. Out we go, out we go, one big circle stretching so. Around we go, around we go, one big circle marching so. Down we go, down we go, one big circle sinking low. Up we go, up we go, one big circle standing so. Around we go, around we go, one big circle marching so.	Suits actions to words. Observes what happens if some children do not perform the correct action. Understands that the game requires children to act in unison. Realizes that certain words call for corresponding actions.
Discusses with children why they enjoyed the game.	
What were the rules that made this game fun?	Expresses simple rules for playing the game; e.g.,"Do what the words say."
What would happen if we did not follow the rules in the song?	Understands that the incorrect action spoils the fun for everyone. Generalizes that rules are needed for some games.
Reads a story to show other situations in which rules are needed.	
Phyllis Krasilovsky, *The Man Who Wouldn't Wash His Dishes*, New York: Doubleday, 1950.	
Why did the man let his dishes go unwashed? What would happen in your house if nobody washed the dishes?	Discovers that people who live alone need please only themselves. Relates the story to a real life situation. Discovers why habits of cleanliness and order are needed.
Assists children in housekeeping area to dramatize some situations relating to the need for rules. Suggests certain situations.	

THE TEACHER	THE CHILD
It is your birthday. You want to have a party. What must you do?	Uses housekeeping equipment as cue to help him think through the problem.
Your friends want to play in your house but the baby is sleeping in the other room. What can you do?	Uses imagination to solve problem. Relates problem to real life. Sees need for rules.
Prepares workbench with hammer, saw, vise, nails arranged by size in containers, wood in carton near workbench.	Learns the names of the carpentry tools. Observes where the materiials are stored.
Displays pictures of carpenters and cabinet makers.	Notices that the carpenter's tools are similar to those in the classroom.
What tools are these men using? How will they take care of their tools when they have finished working?	Observes that the carpenters wear overalls or workclothes.
Reads stories related to the woodwork activity.	
Carla Greene, I want To Be A Carpenter, Chicago: Children's Press, 1959.	Understands that the carpenter makes a contribution to the community.
What can the carpenter build? Has anyone a father or uncle or grandfather who is a carpenter? Are there lady carpenters?	Realizes that this is one way to earn a living for a boy.
Rolf Myller, How Big Is A Foot? New York: Atheneum Press, 1962. What does a carpenter have to know?	Adds to knowledge of some of a carpenter's problems.
Calls attention to the woodwork area's size.	
How many children can work in this space at the same time?	Decides that there is only sufficient space for two children to work comfortably.
Helps children decide what rules are necessary for safety in woodwork.	Recognizes that this is another situation requiring rules.
How do we hold a saw? What do we do with the tools when we have finished with them? Why should we care for the tools? Where should people who watch, stand?	Learns how to care for tools. Accepts responsibility of returning tools so others can use them. Realizes that the same tools are used again and again. Is aware of the need to protect bystanders. Realizes that everyone must use safety rules under similar conditions. Formulates rules with teacher. Adheres to the rules he made.
Does your father have tools? How does he care for them?	

THE TEACHER	THE CHILD
Designates two children to use workbench. Assures others that they will have a turn.	Understands that each child will have a chance to use the tools. Enjoys mastery over material.
Introduces song about constructing with wood. "The Carpenter", ABC Music Series, *Music For Young Americans*, Book One, New York: American Book Co., 1959, p.30.	Enjoys singing and imitating the way in which the carpenter uses tools. Becomes aware of the purposes for which the tools are used.
Helps children formulate rules for outdoor play area.	
Supplies a variety of materials for active play; e.g., balls, jump ropes, juice cans of water and paint brushes for water painting, straws and cans of soapy water for bubble blowing.	Has opportunity to make own decision about choice of material. Chooses whether he wishes to play alone or with another child. Develops independence in choosing and carrying out an activity.
Alerts children to the time limits and physical boundaries of the area in which they may play.	
Why do we come here at a special time? Why don't we come out on rainy days? Should we play ball near the gate? Should we stand near the jump rope when other children are jumping?	Becomes aware that other classes use the yard at other times. Realizes that the weather affects what he does. Understands that rules are needed for the safety of the children. Cooperates with teacher and classmates in formulating simple rules applicable to the situation.

SUGGESTED LEARNING ACTIVITIES

THEME B: WE LIVE TOGETHER IN THE SCHOOL AND ITS ENVIRONMENT

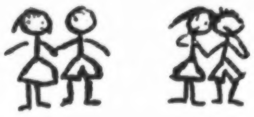
The teacher guides the child in realizing that he is part of a larger group than his family and his classmates. The child is ready to explore and understand the larger environment of the school, of which he is now a member.

The learning activities suggested for this theme clarify the roles of the various adults with whom the child comes in contact in and around the school. He is led to an awareness of the need for using safety precautions in daily living. His responsibilities as well as his privileges in sharing school facilities are developed. He is given opportunities to relate to a diverse age group of children in the school.

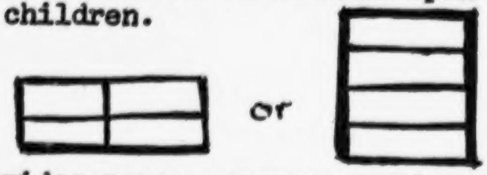
THE TEACHER	THE CHILD
TRAVELING TO AND FROM SCHOOL	
Encourages children to join in rhythmic activity: to tune of "All Around the Mulberry Bush."	Chooses how he wishes (in song)to go to school.
This is the way we walk to school, etc. Substitute skip, march, hop, run, ride, slide, skate and appropriate rhythmic activity.	Leads classmates in suitable rhythmic activity.
Shows pictures of children arriving at school on foot, by bus, by bicycle. Picture Set A 1559 Transportation Elgin, Illinois: David C. Cook Publishing Company. (12 full color pictures and 12 resource sheets)	
In which of these ways do you come to school? How do you come if you live very far from school? Show us the picture. Do you cross many streets? What do you do at a corner before you cross?	Observes that children use many means of transportation to come to school. Tells whether he walks or rides. Becomes aware of distances. Understands why some children must ride to school. Is aware of danger from cars. Consciously takes some safety precautions.
Who is in charge of the children in the bus? What would happen if you ran up and down the aisle of the bus? Where do you wait for the bus?	Realizes who is responsible for the safety of the passengers. Understands the need for safety rules on the bus. Learns to stand on the sidewalk.
Reads a story about traffic. Gordon MacDonald, Red Light Green Light, Garden City, New York: Doubleday, 1944. (Ways in which traffic is controlled in city streets.)	Becomes aware of the need for rules for safety which vehicles and pedestrians obey.
What does the red light mean? What does the green light mean?	Identifies colors of traffic signals in illustrations in book. Knows red means "stop", green means "go."
Guides children in using representational materials to designate child's route to school.	

Supplies traffic signs, toy cars, trucks, rubber bendable figures in block area. Board of Education of the City of New York, *G-1 List 1966-1967*, "Let's Play Safe", Set of six traffic signs, Item Number 61-1572. "Rubber Figures, Family and Community Workers, Negro and White." Item Number 61-1202 to 1232.	Becomes increasingly aware of need to obey traffic lights. Understands that this is a safety rule for his own good. Practices crossing procedures with play materials.
Supplies blocks, boxes as representional materials for streets, houses, school. Where is your house, Andy? Use a box to show us the place. Show us the streets you walk down to get to school. Where is the traffic light?	Uses blocks and other representational materials to make floor map of his route to school.
Where is the traffic guard? Who rides to school? Show us where you wait for the bus.	Use representational materials to indicate where he waits on sidewalk.
Why do we need special helpers for traffic? Who are they?	Is aware of service performed by policeman, crossing guard, school patrol.
Plans trip from school to library to get some new books.	Cooperates in planning and determining destination.
What street is our school on?	Builds upon knowledge of distances.
Where is the library?	Supplies name of streets when known.
What route shall we take?	
Why is that a good way to go?	Suggests alternate routes.
Draws school on large paper on floor, indicates streets to travel to arrive at library.	Observes how teacher indicates location of places.
Indicates that we call a picture of location of places, a map.	Understands meaning and uses word "map". Learns to use simple map of route.
How will this map help us find the easiest way to the library?	Learns that route can be shown by map.
Show where the traffic light is located.	Draws representation of traffic light on the map.
Shows filmstrip about safety. "The Safe Way to School," *Living and Working Together*, Detroit, Michigan: The Jam Handy Organization, 1954).	
Which of these ways would be good for you?	Tells about a route safe for him.
Which areas are dangerous?	Identifies corners without traffic lights, street construction, etc.
What do you do at a dangerous spot?	May identify a crossing guard and ask for help or avoid these spots.
Who are the special people who help us get to school safely? Do you know their names?	Names the policeman, parents, school crossing guards, older children assigned as crossing guards.
What do they wear so that we know they are the people to help us?	Describes uniforms, badges, or other identification used.
Why should we obey and be grateful to these people?	Understands that these helpers are performing a service for the children.

THERE ARE MANY ROOMS AND MANY PEOPLE IN A SCHOOL

Plans with the children to visit another class in school, an upper grade.	
Where is the classroom? What is its number name? How can we get past many rooms without disturbing children who are studying?	Decides upon rules to follow while walking down corridor and as guests in other room. Realizes need for quiet. Uses acceptable behavior, as a guest.
Draws stick figures on chalkboard as children make suggestions; e.g., holding partner's hand, talking in whispers in hall. 	Suggests ways to go through corridors without disturbing others. Becomes aware that the same rules apply to everyone in school. Develops acceptable social behavior patterns. Associates his own actions with pictures.
Upon return to classroom, discusses similarities and differences of classroom visited and own classroom.	Observes differences; e.g., children are bigger, so are the desks and chairs. Observes similarities; e.g., each class had a teacher, books. Generalizes that classrooms are furnished to meet the needs of the children in them.
Refers to previous trip to library.	
What did we see when we visited the library? How was it different from our room?	Recalls that he saw books on shelves. Compares furniture, quantity of books, etc.
What were the children doing?	Notes that some were reading, some looking for books, etc.
The person in charge of the library is called a "librarian."	Increases familiarity with new word.
Who is our class librarian this week? Let us look at our Helper's Chart to find out.	Relates to classroom situation. Refers to chart for information.
Where else have you seen a librarian?	If he has visited a public library, recalls the librarian there.
Why is the library such a quiet place?	Understands that people come to read not to talk.
For what purposes do we go to the library?	Realizes we go to read stories, get information,etc.
What are some of the library rules we obey?	Learns we handle books with care, keep quiet, return books on time, etc.
Why does the library have these rules?	Is aware that the resources of the library are shared by many people.
Why are children as well as adults obliged to obey these rules.	Begins to understand that the privelege of using the library carries with it the responsibility of caring for the books.

THE TEACHER	THE CHILD
Invites school nurse (or doctor) to visit class and to tell the children why she is in the school.	Becomes acquainted with school nurse.
Encourages the children to question the nurse about her position. Secures invitation from nurse to bring class to visit office.	Asks questions about things they fear; e.g., shots, vaccination. Is reassured by friendly invitation to see the office.
Nurse shows some of the equipment and tells how, when and why she uses it. Asks for a volunteer to show use of tongue depressor. Permits some children to weigh themselves. Shows couch where children may rest if ill. Allows children to try it to see how comfortable it is.	Loses fear through familiarity with equipment. Gains courage. Is proud to show he is not afraid. Learns uses of certain special equipment. Begins to understand the special purposes of the room and how it can help child when ill. Develops confidence in nurse.
Supplies rubber hand puppets to represent school nurse, doctor, teacher, etc	
Board of Education of the City of New York, G-1 List 1966-67, Puppets, Family and Community Helpers, Negro and White, Item number 61-1872 to 61-1982.	
Encourages children to manipulate puppets and tell the jobs they do.	Speaks for puppet he has chosen. Shows awareness of some of the services performed by school staff.
Suggests situations for the children to role-play with the puppets.	
During the morning, Julio's stomach begins to hurt and his head feels hot. What should Julio do?	Suggests that Julio tell the teacher. Shows Julio going willingly to the nurse's office. Tells nurse, "My stomach hurts," etc. Nurse asks, "What did you have for breakfast?"
Andrea tells the nurse that her throat hurts her. What will the nurse do?	Shows how Andrea permits nurse to look down her throat with aid of tongue depressor. Carries on appropriate conversation.
Maria falls in the street and hurts her knee. Why is she glad that there is a nurse and a nurse's office in school?	Understands that Maria needs help to stop the bleeding and pain. Realizes that the nurse has special training and equipment to combat illness. Generalizes that nurse's office is a haven in time of illness.
Suggests that children cooperate in making a model of a school.	Participates in group project.
Supplies four (or more) small cartons or shoe boxes without covers. Helps decide upon arrangement depending upon number of stories in school.	Makes decisions based on previous observations.
How can we find out how many stories high our school is by looking at it from the outside?	Discovers way to check his previous estimate.
Takes class outdoors to look at school. What makes it look like a school?	Counts floors by noting rows of windows. Notes size, playground, flag, children's work pasted on windows.
How can we find out what number it has? Reads number to children.	Directs attention to the number over the door. Repeats it aloud with teacher.

THE TEACHER	THE CHILD
Upon return to class, glues or staples the cartons together to represent the school as decided upon by the children.  	Decides upon height and shape of building.
Provides paper, crayons, and scissors. Suggests children draw and cut out furnishings for the school rooms.	Decides upon appropriate items.
Which room will look like our room? What will we make for it?	Voices his choice. Abides by majority choice. Suggests tables, blocks, etc.
Which room will be the library? Why can't we show all the rooms in our building?	Realizes the project would take much time and space.
Which other rooms do you want to show?	Makes suggestions.
What shall we put on top of or in front of the building to show that this is an American school?	Draws or provides an American flag. Realizes it is a symbol of our country.
Plans for extensive walk through school to see auditorium, symnasium, television room, science room, lunch room, and other rooms whose facilities are shared by many classes.	Observes differences in room equipment. Realizes that different rooms are equipped to serve different purposes. Sees that some rooms are shared by many children; e.g., lunchroom and auditorium. Becomes aware of the size of the school and the extent of the facilities.
WE USE AND CARE FOR OUR SCHOOL	
Recites verse using flannel board and felt cut-outs she has prepared; e.g., school, children, teachers, aide. **This is the school our city built.**	Listens to teacher recite verse. Enjoys rhythmic sound. Recites with teacher.
These are the children who come to the school our city built. **This is the teacher who teaches the children who come to the school our city built.** **This is the aide who helps the teacher who teaches the children who come to the school our city built.** **And all work in the school our city built.** **Who gives the money to pay for the schools our city built?**	Learns that the city built the school. Takes turn putting appropriate cut-outs on board as teacher and class repeat verse.
Puts cut-outs in manila envelope labeled Our School.	Identifies correct material.
Encourages children to use cut-outs and repeat verse alone or in small groups.	Feels free to handle and experiment with cut-outs.
Arranges **walk** through corridors to see bulletin board displays.	
Calls attention to displays that are partly torn off. Fixes displays with thumbtacks, scissors, mending tape, damp sponge she has brought with her.	Observes evidences of vandalism. Evidences disapproval. Assists in repairing bulletin board, picking up scraps from floor, wiping marks from walls.

THE TEACHER	THE CHILD
Doesn't the display look better when it is in good condition? How did it get torn? Let's pick up scraps of paper on the floor.	Admires children's work displayed. Realizes vandals ruined the display. Accepts responsibility of helping to repair damage caused by others.
What should we do when we see someone destroying or dirtying our school? Why is it our job to see that the school is well-kept. Who pays for the equipment, toys and materials we use in school. Did your big sisters and brothers come to this school?	Understands that an adult(e.g., teacher, aide, custodian, principal, policeman) can be called upon for help. Understands that the person who has the privilege of using the school shares the responsibility for caring for it.
Who pays the city for building the schools, buying the materials, hiring teachers and helpers?	Learns that people pay money to the government to pay for schools.
WE LIKE TO COME TO SCHOOL	
Reads a story about the first day in school.	
Ruth M. Baylor, Kam Lee Comes to School, New York: Reader's Digest Educational Services, 1967.	
(A little boy finds that his first day in school is a happy experience where he meets many of his neighborhood acquaintances.)	Sees similarities in Kam Lee's experience and in his own. Understands Kam Lee's feelings.
Who did Kam Lee see in the streets on the way to school?	Notices that a policeman was available to help children cross the streets. Sees that many children come to school at the same time. Understands that an adult or some older child can help at the crossings.
Why did Kam Lee's mother bring him to school on the first day?	Realizes that it was a strange and new experience for Kam Lee.
Who are the people who help us get to school safely?	Is aware of policeman, school patrol, school guards.
Why was this a special day for Kam Lee?	Understands that coming to school for the first time is an important event.
What made Kam Lee feel that the teacher liked him and his mother?	Recognizes and appreciates the teachers friendliness.
Who were Kam Lee's friends in school?	Observes and names the children in the story.
When you came to our class for the first time which children did you know?	Relates story to own experience. Identifies the children he knew.
How many more friends do you have now than on the first day you came to school?	Realizes that he is friendly with many more children than when he first came to school.
Presents a game related to the theme of the story for use by a small group of children.	Shares his interest in the story with classmates through a game.
Ruth M. Baylor, Kam Lee's Game, New York: Reader's Digest Educational Services, Inc. 1967. (A lotto-type game a about characters and objects in Kam Lee Comes to School.)	Recognizes the familiar characters. Likes to manipulate the cards.

THE TEACHER	THE CHILD
Shows children who are unfamiliar with small group games how to play the game.	Participates in small group activity.
Explains wny only four or five children can play at one time.	Understands that rules are needed to play a game successfully.
Acts as "caller" for first game.	Enjoys teacher in role of participant in game.
Encourages a child to volunteer as "caller" for subsequent game.	Develops ability to lead a game. Enjoys role of leader.
Watches to ascertain that children understand the rules.	Accepts corrections. Rememembers and uses the rules.
Permits children to use the game without adult supervision.	Develops habits of independence.
Encourages children who know the game to teach it to and play it with other children.	Cooperates with peers. Enjoys playing a game with other children. Finds school activities to his liking.
Why did Kam Lee like to stay in school after his mother went home?	Observes that he found friends and that there was equipment for children to use.
Why do you like school?	Thinks about facets of school that he prefers. Listens to preferences of other children.
Which of the activities that we do in school can you do at home? Which activities are best for school?	Names activities; e.g., drawing, looking at books. Generalizes that there are many activities that he can do best in school because of materials there, space, presence of children, help from teacher.
Takes photographs (using school camera) of children engaged in various activities; e.g., playing rhythm instruments, cooking, painting, using puzzles, small group games, listening to story, clean-up time, etc. Has pictures developed either for film strip or slide showing.	
Invites parents to class to view with children the filmstrip or slides of the many activities in which the children participated.	Enjoys sharing a school activity with family. Recognizes himself as class member.
Encourages parents to ask questions if they wish to find out why certain materials were used.	Answers parent's questions to best of his ability.
Encourages children to tell parents more about what the children in the filmstrip are doing.	Is enthusiastic about being on film. Is eager to tell about himself.

THE TEACHER	THE CHILD
Prepares a lively song and rhythmic activity about going to school.	Participates with group. Follows directions in song.
"Going to Boston" (Substitute "school" for "Boston".) *Music for Living Through the Day*, Morristown, New Jersey: Silver Burdett Company, 1962, p.8.	Enjoy using full body movement to express his feelings.
What is another word for jolly?	Understands that jolly means happy.
Why are we jolly when we come to school?	Tells why he is glad to come.
At what other times are we jolly?	Sees that school is one of his many enjoyable experiences.
Helps children realize that some children in the world, who want to go to school, may not be able to attend.	Becomes aware that not all countries have as many schools as we have.
Peter Buckley, *Okolo of Nigeria*, New York: Simon and Schuster, 1962.	
(Photographs of a Nigerian boy whose dream is to go to school. Story may be adapted for use with young children.)	Is interested in pictures of a boy in another country.
Why couldn't Okolo go to school?	Realizes the lack of school facilities near Okolo.
Why did Okolo want to go to school?	Understands that Okolo wants to learn.
Why do you want to go to school?	Decides that he, too, wishes to learn.
How old do you have to be before you can come to school?	Learns that some children enter pre-kindergarten class when they are four years old.
Why is it good for all children to go to school?	May say that they learn to read, to write, etc.
Why do some grown-ups go to school?	Thinks they want to learn something new.
Do people ever stop learning?	Realizes there is much to learn.
Why must every child in the United States go to school?	Understands that every child should learn about the world.

SUGGESTED LEARNING ACTIVITIES

THEME C: HOW THE FAMILY MEETS ITS NEEDS

The theme is intended to familiarize the child with the various ways by which the family may meet its needs. In addition to answering the basic material needs of food, clothing, and shelter, family living provides opportunities for expression of love and affection, for discussing problems together, for going places together and for enjoying good times together.

The child learns of the interdependence of family members in satisfying family needs. He becomes aware of similarities and differences in the ways families earn and spend their income and use their time together. He is confronted with the choices involved in saving for future needs or gratifying present desires.

A new idea for the child is the realization of the various services workers perform or the many products they make to earn income. It encourages aspirations. for what the child might like to be when he grows up and for broader ways of living. He becomes aware that tools and machines make life more comfortable but that it is man who invents and uses them. The relationship between school learnings and daily living in the world are clarified and emphasized.

THE TEACHER	THE CHILD
EVERY FAMILY NEEDS A HOME	
Helps children discover that all families, animal or human, need shelter.	
Reads story about kinds of homes.	
Mary M. Green, Everybody Has A House, New York: William R. Scott Inc., 1961	Realizes that all families need a home.
Takes children on neighborhood walk to see many kinds of homes. Calls attention to apartment houses, single family dwellings, housing projects, apartments over stores.	Points out his house if it is on the route. Observes where other children live.
Guess how many families live in such a big apartment house.	Realizes that many, many families have separate homes in one building.
Points out a single family. Could a family buy a house to live in?	Sees the small house. Becomes aware that some families buy and own their own homes.
Do the families who live in apartments own or rent their apartments? To whom do they pay rent?	Learns that most families who live in apartments pay rent to the owner or land lord.
What does the landlord supply? Who does the repairs, tends the furnace, sweeps the steps, puts out the garbage in an apartment house?	Learns that the landlord has bought the building, supplies certain services, pays the taxes from the rent he collects.
Who does these chores in a private house?	Tells if he has helped his father or mother paint a room, cut the grass or tighten a leaky faucet.
Who pays the taxes in a private house?	Discovers that private home owners also pay taxes.

Shows filmstrip, "Helping each Other At Home," No. 995, Series H4, Living Together, New York: Audio-Visual Division, Popular Science Publishing Co., Inc. 1966	Reviews many of the family activities that take place in the home.
Suggests that children make a "home" for the family of wedgy figures.	Thinks about what is needed in a house.
Provides wooden wedgy family from which children select members to live in the house.	Participates in discussion as to size of family group for the house.
G-1 list, 61-4242 Family Group (Negro), 61-4252 Family Group (White).	
Provides cartons, boxes, wallpaper, paste, paint, etc. for the house.	Gives ideas and participates in constructing a house.
What shall we do to make our home a pleasant place in which to live?	Learns to distinguish family activities. Recognizes the need for privacy as well as for sociability.
Where will the family eat? Where does the family sleep? Where can the family play games? Where will they store clothing, etc.?	
What can we do to make the house pretty?	Suggests painting the outside, wallpaper on walls, pictures for decoration, flowers, lamps, curtains, etc.
Provides clay for making vases and lamps, cardboard for picture frames, material for curtains, etc.	Chooses some material from which to make an object to beautify the home. Arranges family figures in house. Role plays with family figures in various family activities.
To deepen understanding of how people care for their homes, reads story.	
Ruth Krauss, I Want to Paint My Bathroom Blue, New York: Harper and Row Publishers Inc., 1956.	
Who fixes things in your house if they get broken?	May say father, mother, big brother, etc.
Why does your mother clean the house?	Realizes that house gets dirty from use.
What would happen if nobody cleaned the house or fixed things that get broken?	Imagines situations which might arise if no care were given to the house. Realizes it is costly to buy new items.
Plays singing game about household tasks. Sings to tune of "Here We Go 'Round the Mulberry Bush" but asks children to suggest household chores to imitate.	Suggests chores; e.g., This is the way we paint the kitchen so early Monday morning, hang the curtains, scrub the floor, fix the faucet, take out the garbage, etc.
Reads story. Stops at questions in story to give children the opportunity to respond. Elsa Jane Werner, Houses, New York: Golden Press, Inc., 1955.	Responds to questions in story. Builds understanding of the many kinds of houses in the world.
Encourages children to make floor plan using blocks to show arrangement of furniture in some room in his house.	Enjoys using blocks to show other children how the kitchen or bedroom in his house is arranged. Learns from watching other children's arrangements that there are other ways of placing furniture in a home.

THE TEACHER	THE CHILD
EVERY FAMILY NEEDS FOOD	
Elicits from children some of the activities in which all families engage every day; e.g., eating, sleeping, dressing.	Tells that his family eats food, goes to bed at night, gets washed and dressed, etc.
Which of these activities apply to animal families?	Realizes that animals also must eat and sleep.
Reads and discusses a story.	
Mary M. Green, *Everybody Eats*, New York: William R. Scott Inc., 1961.	
How does a wild animal such as a bear or lion get its food?	Is aware that wild animals eat other smaller animals around them.
How do we get our food?	Has seen his mother get food at a store.
Can we just take the food from the store? What must we do to get the food we need from the store?	Understands that he cannot take the food without paying for it. Decides that money is needed to buy food.
Arranges trip in neighborhood. Takes camera on trip. Takes photographs of children looking into shop windows of various local food stores and talking to local food store personnel.	Becomes aware that many people buy food in various kinds of food stores Learns to identify by name specialized stores; e.g., bakery, fish market, butcher shop, fruit and vegetable store
Displays photographs on bulletin board.	Is interested in seeing himself and friends in photographs.
Encourages discussion of kinds of foods sold in various stores visited. Which of these foods would your family use?	Identifies items of food in photographs. Identifies stores in photographs. Tells foods his family might choose.
Reads and discusses story to clarify what kind of store sells certain foods?	Realizes that some stores specialize in certain types of food, while a supermarket sells many kinds of foods.
Guyon Brooks, *Let's Go Shopping*, New York: Wonder Books Inc., 1958.	
Betty Russell, *Big Store, Funny Door*, Chicago: Albert Whitman and Co., 1955.	
Where can we buy bread? What is the shop that sells only bread, rolls, cake and cookies?	May suggest the supermarket. May know from experience of shopping with mother that the shop is called a bakery.
What is the shop that sells only meat?	May know the butcher shop.
What other shops sell only special kinds of feed?	May identify fish store, delicatessen, candy store, vegetable store.

THE TEACHER	THE CHILD
Would you like to go to a store to buy a snack for us to have in school?	Decides he would like to go to a store with the class.
What food do we need to keep us healthy?	Suggests foods he likes.
Encourages children to choose raw vegetable; e.g., carrots for snack in preference to cookies or candy.	Thinks of foods he has heard were good for snacks. Accepts class decision about what food would be suitable.
How can we tell how much money we will need to pay for the carrots?	Realizes that money is needed to pay for carrots. Suggests prices are marked or we can ask the storekeeper.
Plans trip to vegetable store or to supermarket with the class.	Chooses the store to which to go.
Supplies money for carrots.	Determines price of carrots. Pays cashier. Watches money being rung up on register. Notes the change given. Carries carrots back to school.
On return, asks why it is necessary to wash hands before preparing foods.	Remembers that dirty hands may carry germs to food and make people who eat the food ill.
Invites the children to assist in washing the carrots. Peels and cuts into strips for snack.	Assists in preparing carrots. Enjoys eating what class has bought.
Where did the storekeeper get the carrots?	Discovers that he had to buy them.
Who grew the carrots to sell to the storekeeper?	May or may not know that a farmer grew them.
Does the family who lives on a farm have to buy its vegetables?	Realizes that a farmer's family can eat some of the food it grows.
Shows pictures to illustrate how people on a farm get their food.	
"A Rural Community," Rural Education Studies, New York: John Day., 1966. (Large picture book)	Sees how the farmer grows some of the food he uses.
Encourages children to tell what they know about farms, especially children who may have come from or visited rural areas.	Recalls and shares knowledge of what foods were grown on farm. Recognizes farm as a source of food.
To help children who have never been on a farm understand how the farm supplies us with food, puts on the library table a variety of picture books about the farm.	Satisfies curiosity about farm by looking at pictures in books and by discussing them with classmates.
Lois Lenski, Little Farm, New York: Henry Z. Walck, Inc., 1942.	Chooses one of the books he prefers. Asks the teacher to read the story aloud.

THE TEACHER	THE CHILD
Lucy Sprague Mitchell, A Year On The Farm, New York: Simon and Schuster, Inc. 1947.	Comments on aspects of farm life about which he is curious.
Alvin Tresselt and Roger Duvoisin, Wake Up Farm, New York: Lothrop, Lee and Shepard Co., Inc. 1951.	
Reads story at request of child.	Asks further questions or supplies information stimulated by book.
To help children understand how food comes from the farm or cannery to the store, plans a trip to a local store when delivery truck is unloading supplies. Ascertains time in advance from manager. If possible, watch porters or clerks put vegetables on display.	Understands that this time he is going to find out how the food gets to the store. Watches delivery truck unload on sidewalk. Sees men unpacking cartons, baskets, etc. Realizes the labor that takes place before he and his family can buy the food.
Asks if any child has ever eaten vegetables that he or his family grew.	May never have eaten home-grown vegetables.
Suggests that the class may like to grow some string beans or radishes in a window box.	Is pleased with idea that he could grow something to eat.
Provides window box, soil, and seeds.	Prepares soil for planting.
Distributes a few seeds to each child.	Plants own seeds. Is curious to see growth of plant.
Will the plant grow in one week?	Learns that he must be patient.
How can we help the vegetable grow?	Suggests putting the window box in a sunny spot and watering daily.
When informed by class that beans are full-grown, suggests that children pick, wash, and taste them raw.	Discovers when beans are grown and alerts class. Is proud to have grown a plant for food.

THE TEACHER	THE CHILD
EVERY FAMILY NEEDS CLOTHING	
At a season of the year when children are wearing outer clothing, elicits from children reasons for needing the additional clothing.	Sees relation between change in his clothing and change in season.
Why do we need our coats and/or sweaters and hats today?	Realizes coat and sweater provide protection from cold, wind, or rain.
Where did you get the sweater and/or coat and hat you wore today?	Recalls that some adult in family made it or bought it in a store.
If some child is wearing sweater knitted by a member of family, admires sweater and skill of adult who made it.	Is proud of family member who made the article of clothing. Is pleased to be admired.
If clothing is bought, inquires what type of store and if child accompanied parent.	Becomes aware that one goes to a clothing store or a department store to buy clothing.
To deepen awareness of where to go to buy certain types of clothing, reads story; e.g.,	
Sam Vaughn, New Shoes, New York: Doubleday and Co., 1962.	Realizes that some stores sell only shoes.
Evelyn Belmont Hastings, The Department Store, Los Angeles, Calif.: Melmont, 1956.	Learns that some stores sell a variety of items.
What would you do if your shoes became too small for you, because you had grown?	Suggests that he would go with parent to shoe store or department store to buy a new pair.
What would you do if you wore a hole through the sole of your shoe?	Suggests that he would go to a shoemaker to have the shoe repaired.
What is the difference between a shoe store and a shoe repair shop?	Understands that a shoe store sells shoes and a shoe repair shop fixes them when they are worn.
Why do we have our shoes repaired when they are worn, instead of buying new shoes?	Knows that shoes are expensive. Infers that it would cost the family too much to buy new shoes if the old could be repaired.
Notices that some child is wearing a dress or sweater that was made at home.	Is pleased to be admired by teacher and class.
Inquires from child who produced the article.	Is proud to name the producer.
Who else can show us some article of clothing that his mother or relative or friend produced at home?	Brings article made at home. Admires home-produced clothing brought by other children.
Why do we like to wear clothes our mothers make?	Realizes that it is made by someone who loves him.
Do you think it costs more or less to make clothing at home?	Learns that it saves money to make the clothing at home.

THE TEACHER	THE CHILD
Who is the producer of this clothing? Who is the consumer?	
Tells story; e.g.,	Identifies mother as producer Identifies self as consumer.
"The Cap That Mother Made." Shortened version of a Swedish Folk Tale. Adapted from Sidonie M. Gruenberg (Ed.), Favorite Stories Old and New, Garden City, N.Y.: Doubleday & Co., Inc. 1942.	
Once there was a little boy named Anders who had a new cap. A prettier cap you have never seen, for mother herself had knit it; and nobody could make anything quite so nice as mother did. It was red with green in the middle.	Develops auditory skills and imagination. Appreciates ability of mother to make the cap.
His brothers and sisters wished they had caps just like it. Anders put on his cap and went out for a walk so that everyone could see how fine he looked.	Understands Anders' feeling of importance because the cap was made especially for him.
The first person he met was a farmer. The farmer bowed to Anders. "Dear me," said he, "I thought you were a prince."	Reinforces idea of the beauty of the cap and how people showed Anders their admiration.
At the turn in the road Anders met a big boy, Lars. Lars fingered the Tassel and stroked the cap.	
"Let's trade caps," he said. "I will give you a stick of candy too."	
But although Anders loved candy, he refused to give up his cap.	Recognizes Anders' self-control.
Anders thought that since he looked so fine he should go and visit the King. So he walked to the palace yard.	
Two soldiers who were guarding the palace stopped him.	
"Where may you be going," asked one of the soldiers.	
"I am going to the King's party," answered Anders.	
"Oh no!" Nobody is allowed there without a uniform.	
Just then the princess came across the yard.	
"Oh," she said, "he has such a very fine cap on his head that it will do just as well as a uniform."	
And she took Anders by the hand and led him to the party. Soon the King entered wearing a large gold crown on his white curly hair.	

THE TEACHER	THE CHILD
Anders did not answer but he held on tightly to his cap. As the King came nearer, Anders ran from the party, through the yard and home to his mother.	Sympathizes with Anders' desire to keep his own cap.
His mother took him up in her lap, and he told her how everybody wanted his cap. All his brothers and sisters stood around and listened with their mouths open.	Understands Anders' need for approval for his decision.
When his big brother heard that he had refused to give his cap for the King's golden crown he said that Anders was stupid.	
"Mother, was I stupid?" asked Anders.	Becomes aware of how other people may have acted under similar circumstances.
"No, my little son," said she. "If you were dressed in gold from top to toe you would not look any nicer or feel any happier."	
Then Anders knew for certain that the cap that mother made was the best cap in the world.	Understands Anders' satisfaction in his mother's approval.
Provides flannel board and boxes of pieces of wool, cotton, silk, nylon materials for children to cut, classify and arrange in designs on flannel board.	Learns to distinguish various kinds of materials from which clothing is made today. Enjoys manipulating colored pieces into design. Uses tactile as well as visual sense to identify materials.

THE TEACHER	THE CHILD
FAMILIES NEED A SOURCE OF INCOME	
Helps children discover that families must have a source of income in order to buy the things they need. Refers to previous activities in Theme C, that show that money is needed to buy a home, pay rent, and buy food and clothing.	
When does your family need money?	Is aware that parents use money to buy food, clothing, and to pay for rent.
How does your family get the money it needs?	Replies that his father and/or mother has a job and gets paid for working.
To alert children to the varieties of ways in which people can earn a living, makes a selection of short verses about people's jobs to read or recite to group. Reads only one or two at one time.	
Mary C. Austin and Queenie B. Mills (Eds.), The Sound of Poetry, Boston: Allyn and Bacon, Inc., 1964.	
Jane W. Krows, "The Milkman," p. 144. Rose Fyleman, "The Balloon Man," p. 145. Rachel Field, "The Pretzel Man," p. 148. Jimmy Garthwaite, "Engineers," p. 142. Dorothy Baruch, "Barber's Clippers," p. 140. Unknown, "The Shoemaker," p. 141. Rose Fyleman, "The Dentist," p. 142.	Listens attentively. Enjoys rhyme. Realizes there are many ways of earning money.
Invites children to comment on the types of work.	
What do you think the pretzel man does with the money he earns?	Becomes aware that the pretzel man may have a family for which he must earn money.
When we went for a walk what other work did we see people doing?	Recalls the store clerk, policeman, construction worker, etc.
What work is done by your father, uncle, big brother?	Comments that his father is a policeman, works in a garage, drives a truck, etc.
What work does your mother do if she has a job outside of the home?	Volunteers information that his mother works in an office, sells in a store, etc.

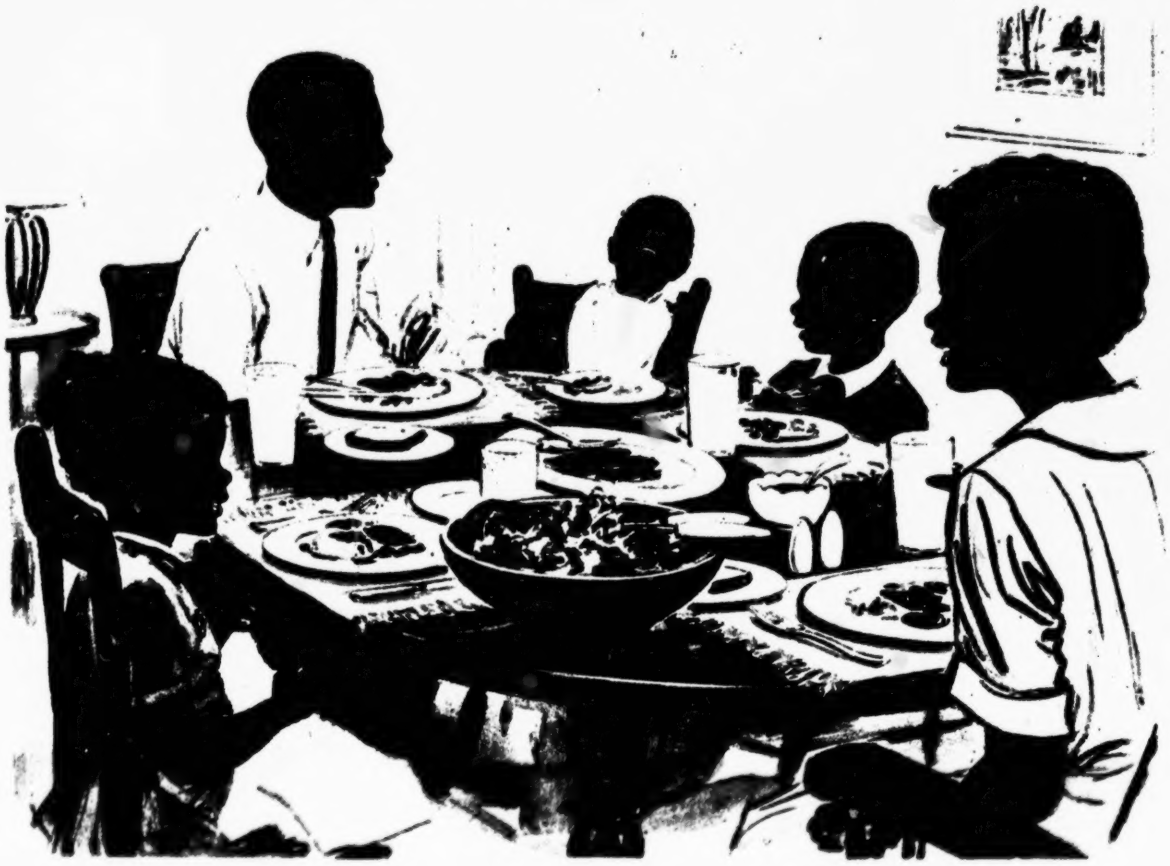
THE TEACHER	THE CHILD
What do your father and/or mother get for working?	Becomes aware that "salaries" and "wages" are money received for work.
How often do your father and/or mother get money for his work?	May know that his parent gets paid each week, month, etc.
Provides adult hats, shoes, clothes, play money, etc. for house. Encourages dramatic play during work period.	Enjoys playing role of mother or father going to work, receiving salary, shopping for food, etc.
Suggests situations such as:	
Father gets ready for work.	Shows father shaving, eating breakfast, etc.
Father gives mother money from his salary.	Dramatizes father's return with salary.
Mother buys what the family needs.	Shows mother shopping for food,etc.
Encourages small group to perform dramatization of song play for the rest of the class.	Observes dramatization of song plays. Volunteers to participate.
Supplies new words to the tune of "London Bridge is Falling Down." Encourages group to make up other verses.	Helps in making up other verses.
Every day I go to work Go to work, go to work Every day I go to work Early in the morning.	Enjoys singing new words to familiar tune and participating in dramatic play.
Once a week I get my pay, Get my pay, get my pay. Once a week I get my pay Then I'm glad.	
Invites parents to tell about their work. Encourages children to ask guests questions about their work.	
Invites one parent who produces goods; e.g., mother who worked in a factory and is no longer working or father who works at night.	Listens to parent describe the goods he produces. Feels free to ask questions of guest.
Invites another parent who produces services; e.g., father who is a fireman, or mother who is a nurse.	Listens to parent's description of services he performs. Asks questions.

THE TEACHER	THE CHILD
Helps children differentiate between those who produce goods and those who produce services.	
Which parent produces something that we buy? Which parent does something that helps us?	Compares the two jobs and realizes that both parents earn money.
Who helped us cross the street when we went to the library? Does the librarian produce goods or produce services?	Relates producers of services he has met previously to parent who produces services.
Plays riddle game with class to reinforce understanding of the differences in work.	
"I am a policeman. I help keep children safe. Do I produce goods or do I produce services?" "I work in a factory. I make little girls' dresses. Do I produce goods or do I produce services?"	Enjoys game and answers riddles.
Encourages children to make up riddles for the class to answer.	Is pleased to be the "teacher" and make up questions.
Plans trip to supermarket or nearby five and ten cent store to call children's attention to the people who shop and the people who work in the store.	Knows that he is going to the store to observe what the people in the store will be doing.
Who are the people who are paying money?	May say that they are shoppers.
Who are the people who work in the store?	Observes and names the manager, cashier, sales person, etc.
What would happen if nobody had money to shop in the store?	Becomes aware that the store would close and the workers would be without jobs.
What happens to people when they lose their jobs?	Replies that they have no money to buy food or pay rent.
What can they do then?	May say that they receive Welfare money, or borrow from relatives, or use money they have in the bank, or etc.
Where would they go to find another job?	Learns that there are ads in newspapers, employment agencies, etc. that help people find new jobs.
To help children realize the wide variety of work, plans picture chart, People Work.	Is alert to look for kinds of work. Becomes familiar with new jobs.
Provides old magazines, scissors and paste so that children may find, cut out, and paste on chart pictures of workers.	Seeks pictures of workers to add to chart. Enjoys contributing to class project.
Suggests children look for pictures at home to add to chart.	Looks through newspapers at home for other workers.

FAMILY MEMBERS HAVE JOBS AND RESPONSIBILITIES THAT MAKE THEM INTERDEPENDENT

THE TEACHER	THE CHILD
Provides for the extension of the center of interest to help the child understand that family members have jobs and responsibiliites. Includes male and female clothing, tool chest.	Dramatizes responsibilities of family members. Holds conversations with other children about jobs for family members.

Figure 1. "Dinner"



THE TEACHER	THE CHILD
Presents a large picture of a family scene; e.g., "Dinner" from set of pictures entitled Food and Nutrition, (A1532), Elgin, Illinois: David C. Cook Publishing Co. (See Figure 1.)	Looks at picture intently.
(Twelve multi-ethnic pictures in color and twelve resource sheets.)	
Encourages children to recognize familiar details.	Identifies the family members.
Helps children recognize other details.	
What is this family doing? What foods do you see? What meal do you think this is, breakfast, lunch or dinner? Why do you think so?	Looks at pictures to find answers.
Why do you think everyone is laughing?	Makes up a conversation that would be amusing, as when the baby mispronounces a word.
Which family members do you think helped with the meal? Who will help later.	Uses imagination to tell what happened before dinner and what each member may do later.
Uses song flannel board packet, "Helping Mother" and "Putting Away" in Helping and Showing, (A1526), Elgin Illinois: David C. Cook Publishing Co.	Participates in songs and rhythms that dramatize how to help mother.
(Song and activity record, six sheets of music and flannelgraph figures.)	Uses flannel-graph figures on feltboard in discussing how children can help at home.

FAMILIES USE TOOLS AND MACHINES

THE TEACHER	THE CHILD
Organizes a "tool search" in the classroom to find tools that are used in school work.	Searches for tools in housekeeping area, at workbench, on teacher's desk, on toy shelves.
Elicits from children that a tool is an object that helps us do some work faster or better.	Learns meaning of "tool." Is able to identify some tools.
Encourages child to name tool he has found and to tell or show how it is used; e.g., hammer, scissors, etc.	Brings tool he has discovered to show the group.
Gives hammer (or scissors) to child. Makes certain that handle points toward child.	Grasps hammer (or scissors) by handle.
What do we call this object? When do we use a hammer (scissors)?	Recognizes and names object. May answer that a hammer is used to nail wood. Scissors are used to cut paper or cloth.
How does a hammer (scissors) help us?	May reply that you can't hammer nails with your hand. You can cut instead of tearing with scissors.
What do we call an object that helps us?	Uses the word "tool."
During work-play period encourages correct use of hammer at work-bench.	Learns to use hammer carefully and correctly.
Establishes routines at work-bench. Provides nails with large heads and pieces of soft wood.	Feels important because he is using a tool.
Teaches action song about hammer.	Sings song and enjoys imitating pounding motion of the hammer.
"Johnny Works With One Hammer," Mary Miller and Paula Zajan, *Finger Play*, New York: G. Schirmer, 1955, p. 21.	
Encourages children to show how they would perform the job the tool does if there were no such tool; e.g., scissors, stapler. Provides scissors, paper, and cloth for experimentation.	Experiments with paper and cloth. Tries to tear the material. Discovers that tearing leaves a rough edge, that some fabrics cannnot be torn. Finds out that scissors do the job more neatly and more quickly.
Provides paper of various kinds, pins, needle and thread, paste, paper clips and fasteners as suggested by children.	Tries various means of fastening papers; e.g., folding corners together, sewing together etc. Discovers that the stapler is faster, easier, and neater.
Elicits from children that pins, needles, paper clips, and paper fasteners are also simple tools.	Increases his understanding.

THE TEACHER	THE CHILD
THERE ARE FAMILIES IN ALL THE COUNTRIES OF THE WORLD	
Emphasizes the similarities of family life despite the locations in which people live. Tries to develop an understanding that all families have similar basic needs.	
SOME PLACES ARE FAR AWAY FROM WHERE WE LIVE	
Helps children visualize that people live in many places that are far away from where we live.	
Provides globe for children to examine and handle.	Looks at colors, turns globe, becomes curious.
Answers questions and clarifies any misconceptions shown by children's comments.	May ask what the pink, the yellow, etc., are.
Asks children to identify some of the colors.	Can name some of the colors.
What color represents oceans and seas?	Remembers from previous use of globe.
What do the other colors mean on a globe?	May guess they mean places, lands, etc.
Points to United States. Guess what country this is.	Learns to identify United States by color and shape.
Points to Puerto Rico. Who knows the name of this place?	Learns it is Puerto Rico. Name may be familiar and evoke comment.
Points to Africa and identifies it by name. Tells that there are many different countries there.	Observes that Africa is a large area on the globe.
Encourages children to span with hands distances on globe between United States and Puerto Rico, then between United States and Africa.	Enjoys using globe. Measures distances with hand. Draws conclusions about relative distances. Uses terms near and far.
Which is nearer to the United States, Puerto Rico or Africa?	Estimates that Puerto Rico is nearer.
Which is farther from the United States?	Estimates that Africa is farther away.

FAMILIES IN OTHER COUNTRIES ARE SIMILAR IN SOME WAYS TO FAMILIES IN THE UNITED STATES AND DIFFER IN SOME WAYS

THE TEACHER	THE CHILD
Shows the similarity between the day of a French child and the day of an American child by reading a story; e.g.,	
Francoise, *What Time Is It Jeanne-Marie?* New York: Charles Scribner's Sons, 1963.	
(Through the day with a little French girl. A few French words are used and explained.)	
What do you do that is similar to what Jeanne-Marie does?	Tells of his activities that are similar to Jeanne-Marie's.
What do you do that is different from what Jeanne-Marie does?	Tells of things he does that Jeanne-Marie does differently.
Helps children see that family relationships and needs in another country are similar to those in the United States; provides picture of family activities in another country.	Recognizes children in picture as being about his own age.
"Nigeria," *Children Around the World*, Elgin, Ill.: David C. Cook Publishing Company, 1967.	
(One of a set of 12 pictures of children in foreign countries, each with a resource sheet.)	
Which is the baby?	Identifies smallest child.
How can you tell which is the sister?	Notices the dress.
What are the women doing?	Notes that one is carrying a basket on her head.
How does your mother carry bundles?	Recalls that she carries bundles in her arms.
Where does your mother prepare food for the family?	Knows that she prepares food in the kitchen.
Where do the children sleep at night?	Surmises that they go into their house.
What shape is their house?	Sees that it is round.
What shape is your house?	Notes that it is rectangular.
Where do the children play when it rains?	Thinks they play in the house.
Where do you play when it rains?	Sees similarity to what he does on rainy day.
When do you wear as few clothes as the children in Nigeria?	Realizes he wears fewer garments in summer.
Why do you think they never have to wear heavier clothing?	Guesses that it is hot in Nigeria all year.

THE TEACHER	THE CHILD
To accustom children to other ways of fulfilling basic needs; e.g., clothing, shows picture of children dressed differently from the way they dress in the United States.	
"Japan," Children Around the World, Elgin, Ill.: David C.Cook Company, 1967	
(One of a set of 12 pictures of children in foreign countries, each with a resource sheet.)	
What are the little girls wearing instead of dresses?	May know that it is a kimono.
Do they always wear Kimonos?	Learns that today native clothing is worn mainly for special occasions.
Upon what are they sitting?	Observes that they are sitting on cushions.
What piece of furniture do you use to sit on?	Knows that he sits on a chair.
How are the dolls different from your dolls?	Recognizes that they are dressed in the way the girls are dressed.
What do you think is in the three cups on the little table?	May or may not guess that it is tea.
Why is the table so low?	Realizes that it is a convenient height if people sit on cushions.
Why are our tables so high?	Is aware that it is the height needed if we sit on chairs.
What do you and your friends drink when they visit you?	May say juice, milk, or etc.
Why would you like to visit a child in Japan?	Thinks that he would like to see a different way of doing things.

THEME D: SOME NEEDS ARE MET BY PEOPLE FAR AWAY

Learning about people in far away places can be a stimulating experience for children and teachers. Although children in an urban setting may lack familiarity with an agricultural way of life, they can be helped to understand the important relationships that exist between the farmer, cattleman, fruit grower and themselves.

The city child is exposed to a wide variety of articles that come not only from his country but from far away places as well. The teacher may help the child understand the dependence of one country's people upon another through those aspects of his own culture that the child knows best such as food, toys, and articles of clothing.

When the child's curiosity is stimulated by his interest in other people, the teacher may find materials such as a globe or map of special help in this theme in developing concepts of near and of far away.

THE TEACHER	THE CHILD
WE DEPEND ON MANY PEOPLE IN OUR OWN COUNTRY WHO DO NOT LIVE NEAR US	
During snack time, reviews with class where the milk they are drinking comes from.	
Where does our milk come from?	May answer that it comes from a carton, or from the store, or remembers that it comes from a cow.
How does the store get the milk you drink?	Recalls that trucks bring milk and other foods to the market from the farm.
Where does your Mother buy the other foods that you eat?	Volunteers name of store where his Mother shops.
What kinds of foods does your Mother buy when she shops?	Enumerates foods that he enjoys eating.
Plans trip to local supermarket to observe the many kinds of foods that are sold there; meat, fish, vegetables, fruits, etc.	Enjoys taking trip with teacher and classmates. Knows he is going to the supermarket to identify foods.
What are the names of these foods that we eat?	Observes, names and classifies the foods with which he is familiar.
Where does our meat come from?	May know it comes from farm animals; e.g., cow, lamb.
What is the name of the man who raises cattle, pigs, or sheep?	Learns that these men are called "ranchers, cowboys, cattlemen, shepherds, etc."
Where does the fish that we eat come from?	May know that fish come from the sea or ocean.
Who catches the fish we eat?	Answers that men who catch fish are called "fishermen."

THE TEACHER	THE CHILD
Continues discussion of where other foods come from and the names of people who work on farms, in orchards, on dairy farms, etc. Refers to previous activities on farm life in Theme C #1.	
What would happen if the farmers did not grow food and the fishermen did not catch fish?	Understands that there would be no food in the stores for his mother to buy.
Plays guessing game to reinforce learnings about people who supply us with food.	
I go out each day in my boat. I use a rod and reel and nets to catch something you like to eat. Who am I?	Enjoys playing game and answering questions. Pantomimes activities of man he is depicting. Watches other children. Guesses who they are depicting.
I work each day taking care of my animals. They give you milk to drink. Who am I?	
Encourages children to make up other riddles to ask one another.	Is pleased to play part of teacher. Understands that we depend on many people for our food.
Shows film strip to class.	Views film strip and observes sources of food and clothing.
Our Food and Clothing, The Jam Handy Corp., Detroit, Michigan. (Produced in cooperation with Ginn and Company.)	
What would happen if there were no farmers to grow food?	Understands that we depend on many people for the things we need.
What would we wear if there was no one to make clothing?	
How do the people who grow food for us to eat send the food to the city?	May know that food comes by train, truck, airplanes, etc.
Shows book of various means of transportation:	Looks at pictures and names trucks, airplanes, trains, etc.
George Zaffo, Giant Nursery Book of Things That Go, Garden City, New York: Doubleday and Co., 1959.	
What is the fastest way to send food from the farm to the city?	Is aware that planes can speed food most quickly.
How does the farmer send food that might spoil?	Learns that trains, trucks and airplanes may be refrigerated.
What would happen if there were no way to send food from the farm to the city?	Becomes aware that we would not have food if there were no way to send it from the farm, ranch, or sea.

THE TEACHER	THE CHILD
Aims to help children realize that many things that we eat, wear, or use come from other parts of our own country. Uses as example a common fabric and/or a familiar food that is grown in other parts of the United States.	
Suggests that children examine their clothing to discover the fabric from which it is made.	Uses tactile sense to determine texture of fabric.
Provides a box of small pieces of cotton, wool, silk, etc., fabrics so that children may feel and compare the fabric in their clothing with a similar fabric in the box.	May be able to identify some fabrics. When in doubt, compares with fabric in box. Learns names of fabrics
Let us find out how many children are wearing something made of cotton.	Identifies articles of his clothing that are made of cotton. Notices cotton clothing worn by other children.
Exhibits cotton boll for children to examine. Explains that this is how the cotton in the clothing looks as it grows. (Single cotton boll may be secured free by teacher for class demonstration from Louisiana Department of Agriculture and Immigration, Immigration Division, 317 State Office Building, 325 Loyola Avenue, New Orleans, Louisiana 70112.)	Feels cotton. Notices color. Discovers soft texture. Understands that the fabric in his clothing is made from this. Learns the terms "cotton boll" and "cotton cloth." Sees the difference between the two.
Provides picture book or pictures showing how cotton grows. The Story of Cotton, National Council of America P.O. Box 12285 Memphis, Tennessee 38112 (Twenty-page illustrated booklet. A limit of 25 copies per class is available without charge. Illustrations are informative and stimulating for discussion with children.)	Understands the boll grows and is picked and made into cloth. Discovers that cotton is a plant. Asks questions about illustrations. May be able to supply some information, if he and his family have lived in a southern state. Feels proud to contribute information to class.
Shows map of United States. Discusses with children kind of climate needed to grow cotton.	Learns that cotton grows where it is hot and moist. Learns to locate "South" on map of United States.
Helps children find the southern part of our country where cotton grows.	May or may not be familiar with the name of a southern state.

THE TEACHER	THE CHILD
Why can't we grow cotton in New York?	Realizes that our winter weather is too cold for growing cotton.
What has to be done to the cotton so that it can be made into clothes?	Sees that it must be made into cloth.
Who will make the cloth into clothes for us to wear?	May suggest his mother, the tailor, a factory, etc.
Who do you know in your family who works in a clothing factory?	May have heard of some family member who sews in a factory.
To deepen children's understanding that other products we use are made in factories in parts of the United States; e.g. automobiles.	Supplies information about automobiles that he may have gained through observation or through discussions at home.
Selects a few illustrations to show automobiles in process of production.	
What It Takes to Make Your Car, Automobile Manufacturers Association, Inc., Educational Services, 320 New Center Building, Detroit, Michigan, 48202.	
(Single copies free to teachers. Illustrated 48-page book for teacher reference, useful for showing children illustrations of steps in producing cars.)	

THE TEACHER	The child
WE DEPEND ON PEOPLE IN OTHER COUNTRIES WHO GROW OR MAKE THINGS WE NEED	
Helps children discover that we have become good neighbors of countries, even though they are far away, because they help feed us and we help feed them.	
Uses a familiar food that is imported as an example; e.g., cocoa.	
Arranges cooking experience of preparing warm cocoa as a treat on a cold day, to take the place of the ususual cold snack.	Anticipates with pleasure active participation in food preparation.
Why would we like to have something warm and sweet to drink on this chilly day?	Thinks that it would make him feel warm.
Who has had cocoa to drink at home?	Notices that some children drink cocoa at home.
What do we need to prepare cocoa in school?	Enumerates items he has seen hismother use.
Provides needed equipment and materials; e.g., Hot Plate, Item No. 53-2503, p. 66 Double Boiler, Item No. 62-1201,p.28 Paper cups, Item No.78-5361, p.35 Ladle, Item No. 70-3191, p.33	Helps to assemble equipment. Observes health and safety rules; e.g., washes hands before food preparation.
"G-1" List, General Supplies, Board of Education of the City of New York, 1966-67.	Assists in measuring and mixing.
Supplies sugar and cocoa. Uses milk that would otherwise be used at snack time.	Watches and stire cocoal as it warms.
Makes certain that cocoa is served warm rather than hot.	Enjoys drinking the cocoa in company of other children.
Shows box in which cocoa was packed. How did the cocoa get into this box in our store?	Curiosity is aroused.
Explains that it comes from a bean that grows on a tree in a hot country called Brazil.	Learns that the cocoa bean grew on a tree. Hears name of a country unfamiliar to him. Repeats name.
Displays map to show from what great distance cocoa comes to us, or displays Hershey's Educational Wall Chart, about Chocolate and cocoa.	Watches teacher locate Brazil.

THE TEACHER	THE CHILD
(One chart per teacher may be secured free of charge from Hershey Chocolate Corporation, Educational Department, 19 East Chocolate Ave., Hershey, Pennsylvania 17033.)	Is aware that cocoa comes from a country far away.
Answers questions aroused by pictures on chart.	Listens attentively. Tries to discover meaning in the poem. Asks questions about words and meanings with which he is unfamiliar.
Recites poem to emphasize the many items in our stores that come from other lands.	
Elizabeth J. Coatsworth, "To Think!" *Saturday Review*. To think I once saw grocery shops With but a casual eye And fingered figs and apricots As one who came to buy.	
To think I never dreamed of how Bananas sway in rain, And often looked at oranges, Yet never thought of Spain.	Grows in understanding of poetic expression. Understands meaning of poem.
And in those wasted days I saw No sails above the tea, For grocery shops were grocery shops- Not hemispheres to me.	Guesses that they grow high on trees. Infers oranges grow in Spain.
Explains meaning of words and phrases; e.g., casual eye, fingered, bananas sway, wasted days, sails above the tea, hemispheres.	Guesses it would come by ship. Understands we have engine day not sails, to make ships go.
How can the rain make bananas sway?	May have heard of CARE packages. May have seen parents prepare packages to send.
Why did the poet think of Spain when he saw oranges?	May take gifts to family on visit to Puerto Rico, etc.
How would tea come to us from Japan? Would there be sails on the ship that brought the tea? Asks children if their parents ever send cans of food or clothing to relatives or friends in other lands.	May say they need or like American foods and clothing.
Does anyone ever take packages of food or clothing as gifts when he visits another person near or far? Why are the people in other places so happy to receive food and/or clothing?	

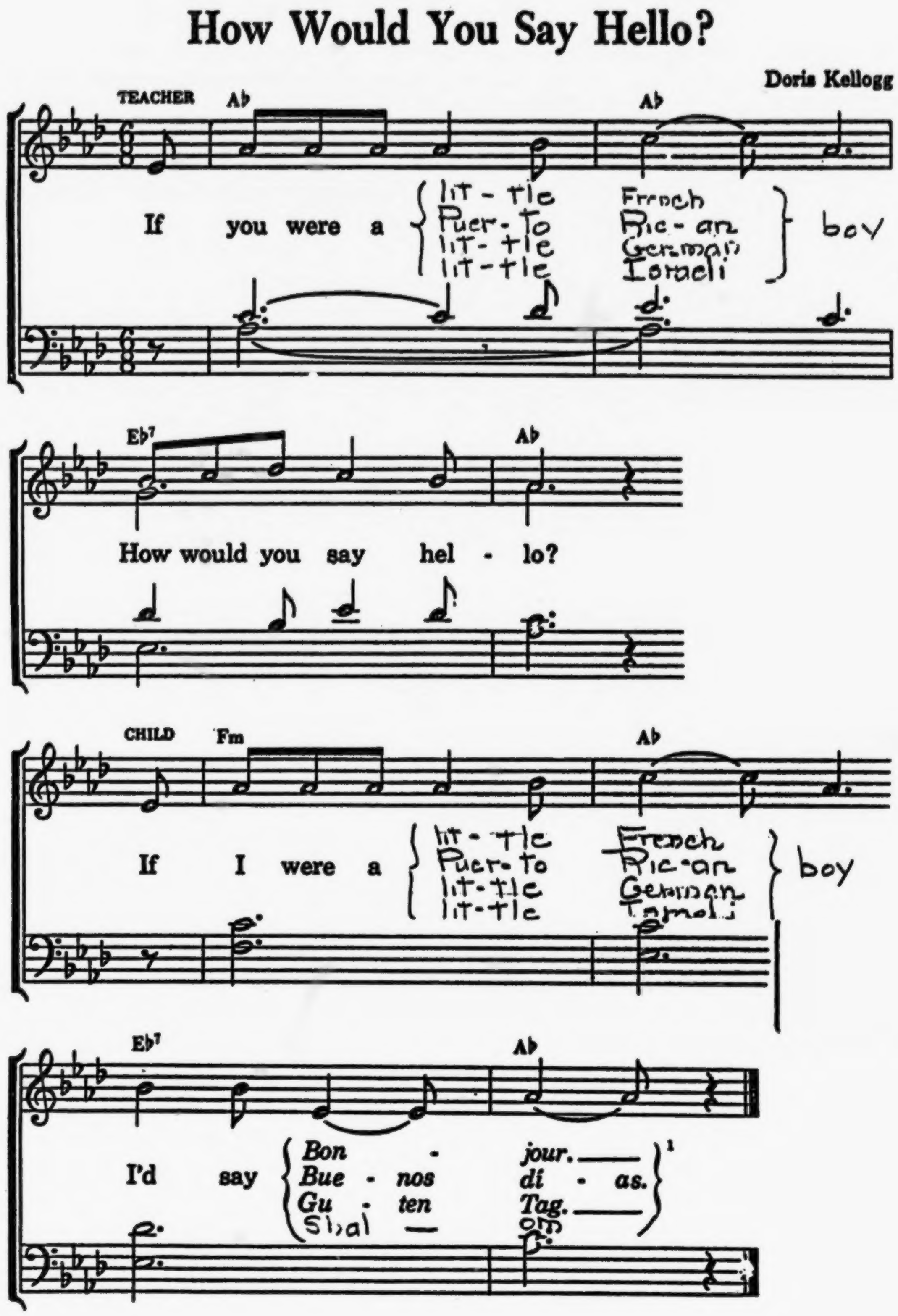
WHAT HAPPENS TO PEOPLE IN OTHER COUNTRIES IS IMPORTANT TO AND AFFECTS US IN THE UNITED STATES

THE TEACHER	THE CHILD
Tries to make children aware that there are ways in which we can help poor people in other countries.	Learns that we care about other people even though they may live far away.
At Hallowe'en, suggests that children use their "Trick or Treat" money to send to poor children in other countries through UNICEF (United Nations International Children's Emergency Fund).	May bring money for UNICEF to class. Understands that he and other children are pooling their money to send to poor children in foreign lands.
Shows UNICEF pictures of children from other countries whom we help.	Feels empathy with other children. Wants to help.
Going To School Around The World. and For All Children New York: UNESCO Publications (Each title includes black and white photographs with suggestions for discussion on reverse side.)	
Discusses the reasons children in other lands may need our help. What happens to the children if there is not enough food where they live?	Understands that the children are in need. Thinks children would be hungry.
What can we do to help children who get sick in villages where there are no doctors, nurses, or medicine?	May suggest sending medicine or money to pay for doctor to go there.

THE TEACHER	THE CHILD
Helps children discover that their satisfaction in helping people is the best reward. Tells story to illustrate value of good deeds.	
Watty Piper, *The Little Engine That Could*, New York: Platt and Munk Co., Inc., 1954.	
(Through perseverance and hard work Little Engine manages to get the toys to the children.)	Appreciates the effort Little Engine made to get over the mountain.
Why did Little Engine work so hard?	Understands that Little Engine wanted to help.
How did he feel when he made the children happy?	Realizes that Little Engine was happy.
How do you feel after you have helped someone?	May recall that he felt proud, happy, big, or important.
How can we help people we don't know?	Recalls what he has learned about UNICEF. Suggests sending money for UNICEF to distribute to those who need help.
Clarifies that many people who live in the United States came here from other countries because there were better chances for them to find jobs here.	
How many children have grandparents here who were born in another country?	Realizes that many people were born in another land.
Whose parents were born in another country?	
How could we find out why they came to the United States to live?	Suggests that we ask them why they came.
Invites parent or grandparent as resource person to answer children's questions about conditions in his former country that made him want to leave it to come to the United States.	

THE TEACHER	THE CHILD
WE LEARN FROM PEOPLE IN OTHER PLACES	AND THEY LEARN FROM US
Introduces song about how children say hello in other countries. Changes language and countries to meet community interest.	Understands that people in other lands greet one another as we do. Is proud to be able to say something in another language.
Doris Kellog, "How Would You Say Hello?" Magic of Music, New York: Ginn and Co., 1965, p.7. (See Figure 2.)	

Figure 2.


How Would You Say Hello?
Doris Kellogg
TEACHER
A♭
If you were a { lit-tle French / Puer-to Ric-an / lit-tle German / lit-tle Israeli } boy
E♭7
How would you say hel-lo?
CHILD
Fm
If I were a { lit-tle French / Puer-to Ric-an / lit-tle German / lit-tle Israeli } boy
I'd say { Bon-jour. / Bue-nos di-as. / Gu-ten Tag. / Shal-om }¹

If you went to Puerto Rico to visit friends or family, how would you say hello to them?	Recalls the correct phrase from the song.
What might they say to you?	If Spanish speaking, may volunteer other words.
How would you travel to Puerto Rico?	Some child who has gone may recall that he went by airplane.
What food might your family or friends prepare for you in Puerto Rico?	May name arroz con pollo, beans and rice, bananas, etc.
Why might you invite them to visit you?	May wish to see them soon, or wish them to see where he lives.
What would you take visitors to see in New York?	May say Coney Island, the zoo, or other places of interest to him.
To what American food might you treat them if you were at the beach, park, or etc. with them?	May suggest hot dogs, potato chips, etc.
What did you learn from them?	Tells Spanish words and foods he learned.
What did they learn from you?	Tells American foods and places they learned about.
How did each learn these things from one another?	Realizes that it was by visiting in each other's country.
What other ways are there of learning from people who live far away?	May suggest pictures, books, films, records.
Brings to children's attention that we can learn more from other people if we can understand their language.	
Shows pictures and reads words pertaining to them in other languages.	Looks at picture and listens intently to foreign word for object protrayed.
Antonio Frasconi, See and Say, New York: Harcourt, Brace, and Company, 1955. (A picture book in four languages; English, Italian, French, and Spanish.)	Learns that people have different languages but the meaning is the same.
Pronounces foreign words slowly and distinctly.	Develops his ability to hear sounds and reproduce them.
Encourages individual children to repeat word.	Imitates pronunciation.
Asks child to say the word in English.	Knows the meaning in English.
Suggests that children practice some words by telling them to their parents.	Is pleased to say a few words in a foreign language.

Helps child become aware of other ways in which he can share his learnings with other people.

Tells story adapted from Kathryn Gallant, The Flute Player at Beppu, New York: Coward-McCann, Inc., 1960.

(Sato-San, a Japanese boy in the village of Beppu, loves the music of a flute so much that he wishes to learn how to play one. The flute player teaches him and permits him to accompany him throughout the countryside playing beautiful music.)	
What is a flute? (Shows one if possible.)	Learns that it is a musical instrument.
Why did everyone love the flute player?	Learns that everyone loves music.
What did Sato-San think of when he heard the music?	Understands that he thought of beautiful things.
If you had heard Sato-San play, what might you have learned?	May have learned how Japanese music sounds.
Would you like to learn a Japanese song so that you would know how Japanese music sounds?	Is curious to hear Japanese music.
Listens to record with children. Calls children's attention to sound of flute in recording.	Hears the sound of the flute.
"Japanese Rain Song," Record II, *Making Music Your Own*, Morristown, New Jersey: Silver Burdett Records, 1966.	Listens with interest. Enjoys the melody.
Sings song in English with children to accompaniment of record or uses music book and plays accompaniment on piano.	Sings with teacher and other children.
"Japanese Rain Song," *Making Music Your Own*, Morristown, New Jersey: Silver Burdett Company, 1966, p. 68.	Knows that he is singing an English version of a song sung by Japanese children.
How did we learn about something Japanese children do?	Realizes he learned about Japanese music by listening to it on a record player.
How could you teach Japanese children about American music?	Suggests that he could send a recording of an American song to Japan.
Develops awareness that American singers and actors do go to foreign countries to sing American songs and to play American music.	
What American song do you think people in far away countries might like to hear?	Names a song which seems suitable to him.
Why do you think that they would like to hear a musician play it?	Thinks a musician could play or sing it well.
In what other ways in addition to records and a live performance could people far away hear or see American actors and musicians.	May suggest radio, T.V., or films. Discovers that there are many ways of finding out about other countries.

THE TEACHER	THE CHILD
To satisfy children's curiosity about how to travel from one place to another.	
Nickolas Charles, *How Do You Get From Here to There?* New York: The Macmillan Company, 1962.	
(The story asks humorous questions in verse about transportation.)	Enjoys humor of story. Realizes there are many ways to travel.
Shows pictures of French family. Invites comments.	Asks questions about pictures that interest him most.
"Living in France," *Families Around the World*. Morristown, New Jersey: Silver Burdett.	Comments on similarities.
(Twelve different illustrations of French family life.)	
Who would like to learn something that French children learn?	Is interested in finding out something about other children.
Plays two or three simple songs from record of French folksongs. Replays song children prefer.	Listens intently to strange language. Chooses song he likes best.
French Children's Songs (No. FQ8003), Folkways Records, 165 West 46 Street, New York, N.Y. 10036.	
Encourages children to sing along in French with record.	Sings along, imitating voice on record.
How did we learn to sing a French song?	Realizes he learned from a record.
To whom will you sing the song when you go home?	Understands that he can share his learnings.
Provides globe.	
Calls attention to oceans and seas as differentiated by color on globe from land.	Finds oceans and seas by their color.
Locates France for children.	Spans distance between United States and France with hands.
Helps children locate the United States.	
What lies between the United States and France?	Notices the ocean.
How could we travel to France?	Suggests a ship, jet, or airplane.
Why can't we go by train?	Realizes trains can't cross oceans.

SUGGESTED LEARNING ACTIVITIES

THEME E: WE ADAPT TO CHANGE

Introduction

Changes occur in the home, school, and community continuously. Some changes, such as moving to a new home or the arrival of a new baby, may have a direct effect upon the lives of children. The experiences in this theme, "We Adapt to Change," aim to help the child adjust to changes which may confront him and to develop a flexible attitude toward change in general.

The teacher guides the child in understanding the natural causes; e.g., seasons and weather, that change family needs and way of life. The child becomes aware that as he grows, he, too, changes. The changes in his physical growth are accompanied by changes in his abilities and in the expectations for him in the home and in school.

As he realizes the inevitability of some changes, he understands the role of family guidance and leadership exercised by his parents to help him meet these changes. He appreciates the pleasures that can be derived from doing things together as a united family group.

THE TEACHER	THE CHILD
MANY CHANGES OCCUR IN FAMILIES	
Uses a child's announcement of a new baby or a relative who has come to stay with the family to give some individual attention to the child. Allows the child to talk about the newcomer.	Expresses his feelings and thoughts about the newcomer verbally.
Provides hand puppets for role-play. Board of Education of New York City, G-1 List. 61-1872 Family members: mother, father, sister, brother, baby (White) 61-1882 Family members: mother, father, sister, brother, baby (Negro) 61-1892 Grandmother (White) 61-1902 Grandmother (Negro) 61-1912 Grandfather (White) 61-1922 Grandfather (Negro)	
How can you help the newcomer? How can you find out what he likes to do? What can you share with the newcomer?	Uses the puppets as a means for expressing his thoughts about the newcomer. Thinks of questions to ask. Decides upon toys or books which could be shared.
Recites humorous verse to show that additions to the family aften have pleasant consequences.	Enjoys humor of verse. Is helped to overcome fear of additions to family.

Too Many Presents

My uncle came from France
And brought me a coat.
My aunt came from Spain
And brought me a goat.
My cousin came from Holland
And brought me a boat.
What shall I do
With a coat and a goat and a boat?

THE TEACHER	THE CHILD
Teaches a song about family changes when a new baby arrives.	Enjoys singing with the group.
"I have a Little Sister," "Watching," "A Pinky-Winken Baby," The Kindergarten Book, Boston: Ginn and Company, 1949.	Compares newcomers in the song with his own situation.
Adds a new doll to the playhouse.	Is pleased with something new.
What name shall we give the doll?	Offers name he prefers. Accepts name chosen by majority.
How will you care for the new doll?	Suggests handling with care, dressing and undressing, putting to sleep in crib, etc.
How does mother care for a new baby at home?	Relates care of new doll in school to care of new baby at home.
Provides old magazines, scissors, paste, and paper. Suggests that children cut out the pictures of members in their families.	Makes a picture of his own family from magazine illustrations. Considers number, relationship, sex, and size of members of his family.
Helps child understand that the family may extend beyond his immediate home. Provides wooden wedgy figures of a family group including grandparents.	Uses wedgy figures in the block corner in dramatic play.
Board of Education of New York City, G-1 List.	
61-4242 Family group: Mother, father, boy, girl, grandfather, grandmother (Negro) 61-4252 Family group: Mother, father, boy, girl, grandfather, grandmother (White)	
Who are the members of your family who do not live at home? How often do you visit them? Do they visit your home?	Realizes that many relatives, such as grandparents, aunts, uncles and cousins may live in other homes. Begins to use terms, such as last week, last month, yesterday. Relates an experience about when a relative visited his home.
Reads story and encourages children to talk about grandparents who live with the family or come to visit it.	Understands that in some families grandparents live with the families and in others they visit.
Helen Buckley, Grandfather and I, New York: Lothrop, Lee & Shepard Co. Inc., 1959.	
What could you and your grandfather do together?	Thinks of something both he and his grandfather like.

FAMILY MEMBERS HAVE JOBS THAT AFFECT FAMILY LIFE

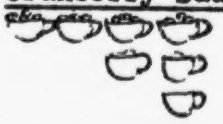
Provides for the extension of the housekeeping center of interest to help the child understand that family members have jobs and responsibilities. Includes male and female clothing in the housekeeping area.	Dramatizes responsibilities of family members. Holds conversations with other children about jobs for family members.
Encourages children to look for pictures which show family members working inside the home or outside the home at jobs. Uses pictures for a chart, such as "Mother's Work" or "Jobs for Father."	Makes use of his knowledge about jobs and responsibilities. Begins to classify jobs.

THE TEACHER	THE CHILD
Helps children dramatize the changes that occur in family routines during a day.	Uses housekeeping equipment to cook, set table, etc. for persons at home lunchtime, dinnertime, bedtime, Sundays, etc.
Who is home for lunch? Who is home for dinner?	
When are there many people in the house?	May remember parties or meal time.
When are there few people at home?	Recalls that he and older children go to school.
What do you do on a school day?	Is aware that he gets up early, leaves the house, etc.
What do you do on a holiday?	Realizes that holidays change his routines.
Reads story to help children see how members of the family must adapt their routines to their work.	Realizes that people's work affects their daily routines.
Frances R. Horwich and Reinald Werrenrath, Jr., *A Day Downtown with Daddy*, Chicago: Rand McNally and Company, 1953.	
Have you ever gone to work with your Daddy?	May never have thought of going.
What time must your Daddy leave the house?	Is aware of when his father leaves for work.
Uses many stories about what fathers do at work. Discusses with children the varieties of work fathers may do and how it affects the family.	Listens to what other fathers do. Tells what his father does.
Helen Walker Puner, *Daddies, What They Do All Day*, New York: Lothrop, Lee and Shepard Company, Inc., 1946. Ruth S. Radlauer, *Fathers at Work*, Los Angeles, Cal.: Melmont Publishers, Inc., 1958.	
Book shows fathers who are truck drivers, jet flyers, gardeners, carpenters, newspaper reporters, etc.	Becomes aware of many kinds of work.
What changes does the family make if Daddy goes to work in another city?	Suggests the family move there.
What changes does the family make if Daddy becomes a soldier?	Realizes that the family must await his return.
Helps children adapt to changes in home routines if mothers go to work. Reads story about mothers doing useful work at home and away from home.	Accepts the idea that some mothers work at home and some away from home.
Dorothy Marino, *Where Are The Mothers?* Philadelphia: Lippincott, 1959.	
Who takes care of you when mother goes to work?	Tells of changes in home when mother goes out to work.
When is mother home from work?	Understands that she returns home daily.
If mother works, how can you help at home?	Realizes that he can be helpful by doing errands, drying dishes, remembering safety rules, etc.

THE TEACHER	THE CHILD
Helps children understand how changes in the neighborhood or the family cause some families to move or to make changes in living. Suggests problems to be solved by children through dramatic play.	Begins to realize the many different causes of changes in family living.
Daddy tells the family he has just received a raise in pay and can afford to spend more on the family. What does the family do?	May show that the family buys a car, moves to a new apartment, saves for college, etc.
A new nearby housing development will be ready in a year. The family is now living in an old crowded apartment. What does the family do?	Shows how the family can apply for an apartment in the new building.
Reads story to help children accept the changes that moving to a new home brings.	
Helen T. Hilles, Moving Day, New York: Lothrop Lee & Shepard, 1954.	
What made Tim happy in his new house?	Understands that the family was important.
How can you make new friends in a strange neighborhood?	Suggests greeting neighbors, making friends in school, etc.
Provides felt board, small pieces of paper felt or flock paper, scissors, stapler and old magazines. Suggests that children cut out pictures of furniture, staple small piece of felt or flock paper to back and arrange furniture on felt board as they wish it to be in new house.	Gains skill in manipulative activity. Understands that he is to find and cut out pictures of furniture. Enjoys arranging and rearranging furniture. Appreciates different arrangements by other children. Sees that change can be pleasant.
OUR LIFE IN SCHOOL CHANGES	
Plans visit to other grades in school to introduce children to other teachers. Before the trip, clarifies reason for changes.	
When you are promoted, what are some of the changes that may occur?	Suggests that he will go to another room, have a different teacher, etc.
Which teachers do your big brothers and sisters have?	Recalls names of other teachers in school.
On what floors are their classrooms?	Realizes that change of room may mean change of location.
What school do the big girls and boys attend when they leave this school?	Names the school an older sibling attends.
When you are as old as your big brother (sister) is now, where will you go to school?	Understands that he, too, will change to another school.

THE TEACHER	THE CHILD
Reads story to point out some changes similar to those that the children have already undergone.	
Lee Kingman, *Peter's Long Walk*, Garden City, New York: Doubleday and Company, Inc., 1953	
(A five year old boy walks to school but finds out that school starts only in September.)	Sympathizes with Peter's desire to go to school.
Why did Peter want to go to school?	Recalls that he was looking for his friends..
What do you think he did when he was too young to attend school?	Thinks he played with his friends near his home.
What did you do when you were too young to attend school?	Relates own experiences before coming to kindergarten.
Why did you want to come to school?	May say that he wanted to be with other children, learn, etc.
What do you do in school that is different than what you do at home?	May say that he goes on trips with class, uses equipment, uses furniture his size.
Helps children understand that they assume more responsibility in school as they grow older.	
Uses *Helper's Chart* of children's duties as basis for discussion.	Understands what the symbols on the chart represent.
How old do you think your baby brother (sister) would have to be to be able to water plants, arrange the library books, etc.?	Suggests he must be old enough to come to school.
What are some of the things you will do when you are older to help younger children in school?	Tells of duties; e.g., crossing guard, monitors, etc.
Changes puzzles. Substitutes more difficult puzzles for those which are no longer challenging. Discusses reason for change of materials.	Is curious about new materials.
Why are we using different puzzles?	Realizes that he knows how to do the former puzzles.
Why is it fun to use something that is not too easy?	Gains confidence from previous success to try something harder.
Why couldn't we use these puzzles at the beginning of the term?	Becomes aware that he has changed and can now do more difficult tasks.
Brings to children's attention renovations in school building, e.g., installation of sinks, new lighting, painting, addition of prekindergarten room, etc.	
Provides blocks to arrange in a representation of the classroom.	Arranges blocks to show floor plan of room.
How do you think the room looked before the sink was installed?	Removes blocks representing the sink.
What changes in furniture arrangement would you like to make to improve our room?	Suggests changes he would like. Arranges blocks to demonstrate his suggestions.

THE TEACHER	THE CHILD
Why is it good to show changes on a floor plan or a map before we make them in the room?	Realizes it is easier to move blocks than furniture. Sees that floor plan shows whole room in small space.
WEATHER AND SEASONS AFFECT FAMILY LIVING	
Helps children identify seasons by name. Displays pictures of autumn. Asks questions and refers to the pictures.	Notices that the trees are losing their leaves, children are wearing sweaters, jackets or coats, etc.
What kinds of clothing did we hang up in the closet?	Recalls that he has hung up a jacket or sweater.
Why do we need to wear this clothing when we are outside?	Tells about the coolness in the air.
What do we call this time of the year?	Begins to realize that there are seasons.
What other ways can we tell fall is here?	Learns that the present season is called fall or autumn.
How is autumn different from summer? From winter? From spring?	Learns that the present season is called fall or autumn. Tells about the leaves on the ground, the many colored leaves which are still on the trees, the shorter day, no more swimming at the beach, school is open for all children, heat may be coming up through the radiators, etc.
Supplies materials for making a doll for all seasons.	Thinks about the kinds of clothing; worn in other seasons; e.g., fall - jackets winter - boots spring - raincoat summer - bathing suit
Prepares the class for a walk to see the colorful foliage in the park and collect leaves of different colors and shapes.	
How do trees change in autumn?	Remembers that he has seen red, yellow, or orange leaves. Names the colors.
Do all leaves change color and fall?	Learne that some trees, such as the evergreens do not change color or fall.
How do they fall from the tree to the ground?	Begins to use descriptive language.
Helps children use their senses to gain fuller understanding about what happens to the leaves. Allows children to feel piles of leaves, describe the odor of the leaves, and walk through the leaves.	Begins to describe what he sees, smells, feels, and hears. There are red, yellow, orange, brown, and green leaves. They smell like......... They feel like.......... They sound like........when you walk on them.
Teaches the fingerplay, "Little Leaves,"	Enjoys learning the finger play.
Louise Scott and J. Thompson, *Rhymes for Fingers and Flannelboards,* St. Louis: Webster Publishing Co., 1960.	

THE TEACHER	THE CHILD
Plans trips to vegetable store to bring to children's attention the fruits and vegetables available at different seasons.	Knows that he is going to a store to observe the fruits and vegetables.
Arranges first trip to identify fruits and vegetables in October or November.	Names those items with which he is familiar.
Calls attention to pumpkins, winter squash, apples, cranberries as being at their best in cold weather.	Learns to recognize and identify by name some items previously unknown to him.
Purchases cranberries (or pumpkin, depending on date of trip).	Learns appearance and name of cranberries and that they are available in cold weather.
On return to school, permits children to wash hands and to examine whole, raw cranberries.	Understands why he must wash his hands before handling food.
Discusses the appearance of the cranberries with children.	Uses descriptive words; e.g., shiny, red, round, hard, smooth, etc.
Helps children prepare cranberry sauce.	
Why do we wash the berries before cooking? Why do we add sugar?	Recalls rules about food handling. May wish to taste a raw cranberry to find out how sour it is.
Prepares chart. Reads to children. Cranberry Sauce Recipe  4 cups cranberries 2 cups sugar 1 cup water	Learns that a recipe is similar to rules of what and how much to use.
Helps children serve and eat sauce on plain crackers. Notes the season for fresh cranberries.	Enjoys eating what he has helped to make. Verbalizes about the taste. Names the season when fresh cranberries are available.
Arranges another trip to same vegetable store in June to help children identify other vegetables and fruits not on display in winter; e.g., strawberries, watermelon.	Looks for items he has not seen on previous visit. Understands that some are available only in summer.
Prepares a Four Seasons Chart on foods. Labels the chart - Autumn, Winter, Spring, Summer. Suggests that children color and cut out fruits and vegetables they have seen on their trips or while marketing with mother.	Draws upon his observations in the vegetable store to reproduce fruits and vegetables.
Encourages children to help one another to place the cut-outs in the proper column.	Discusses with other children where items belong on chart.
Recites poem about seasons.	
Robert Louis Stevenson, "Sing a Song of Seasons," Child's Garden of Verses, New York: Scribner,1905.	
"Sing a song of seasons! Something bright in all! Flowers in the summer Fires in the fall."	Listens to the teacher say the poem. Learns the poem and enjoys saying it.
Discusses meaning of the poem.	

THE TEACHER	THE CHILD
Shows film which illustrates autumn through the eyes of two children.	
"Autumn Is An Adventure," (11 minutes), Board of Education, City of New York: Instructional Films and Tapes, p. 14.	
What is happening to the leaves on the trees?	Looks attentively at the film.
What colors are the leaves?	Remembers the changes and tells about them in sequential order.
What do we mean by harvest time?	Understands the meaning of harvest and uses the word as he discusses the gathering of foods.
What season comes after autumn?	
Reruns the film after asking:	Looks for answers to the questions. Makes mental notes of the answers.
How do the animals get ready for winter?	Thinks of other questions as he watches the film.
How do the children get ready for winter? How does your family get ready for winter?	Remembers activities at home, such as lengthening hems on coats that are indicative of preparation for winter.
Reads story about changes in seasons.	
Terry Shannon, Come Summer, Come Winter, Racine, Wis.: Whitman, 1956.	Understands how seasons affect activities.
Reinforces idea that weather and seasons affect needs of animals and of people.	
Shows picture "The Gray Squirrel", from the Picture-Story Study Print Set, Wild Animals Group (I-SP 103), Chicago: Society for Visual Education Inc.	Learns to observe details in picture. Identifies squirrel. Tells of where he has seen a squirrel.
Discusses how the squirrel's color and thickness of fur changes with the season. Asks why the squirrels store nuts for winter use.	Describes color of fur in picture. Learns how squirrel prepares for winter. Surmises that there is a scarcity of available food in winter for the squirrel.
Teaches the Japanese game, "Squirrels Want a Hole," Nina Millen Children's Games From Many Lands, New York: Friendship Press, 1943.	
Chooses a few children to be trees. They stand in different parts of the room. From the remaining children chooses one child for each tree with one extra. These are the squirrels. Each squirrel chooses a tree to stand beside. The extra one stands in the center of the room and counts, "One two, three." When "three" is said, the "squirrels" in the "trees" must run out and go into a "tree." If music is used, the squirrel may "play" around picking up nuts or burying them to music; but at a heavy chord from the piano, all scramble for a tree.	Enjoys the activity. Imitates the squirrel's actions. Keeps to the rules of the game. Becomes aware that it is a game. Japanese children play in their country.

THE TEACHER	THE CHILD
Selects short verses appropriate to the season to say with the children.	Has fun repeating the simple verses.
Lois Lenski, *I Like Winter*, New York: Oxford University Press, 1950. *Now Its Fall*, 1948. *On a Summer Day*, 1953. *Spring Is Here*, 1945.	Gains greater awareness of change of seasons. Knows the name of each season. Can connect appropriate activities with each season.
Seasons Affect Employment	
Makes children aware that some people may be out of work because the kind of work they do is seasonal.	Learns that people's work is affected by change in season.
Plans an interview with the custodian about building preparations for fall. Helps children formulate questions.	Thinks of what the custodian does as a school helper.
What questions do we want to ask the custodian?	What do you (custodian) do to get ready for fall? Why must you fix broken windows? Why must you check the heating unit?
Reviews questions and answers after the interview.	
Helps children think of other jobs which must be done during certain seasons.	Realizes that some jobs are seasonal, other jobs require more work during some seasons, some jobs change emphasis according to the season.
Who delivers the oil to the school?	
What kind of work does the farmer do during the winter?	
What happens to fruit pickers when it is too cold for fruit to grow?	Becomes aware that the picker may be out of work.
Who takes care of the pickers when they have no work to do?	Learns that the government helps them until they find work.
Why can't the construction worker finish the building in cold winter weather?	Realizes the ground is frozen.
What happens to the lifeguards at the beaches when winter comes?	May know some young men who go to college in winter.
What do the men who shovel snow do when there is no snow?	May recognize that he cleans for streets or parks.
Arranges pantomime game. "Guess What Work I Do. Guess the season."	Participates in pantomime and in guessing season.

THE TEACHER	THE CHILD
Seasons Affect Family Fun	
Encourages children to draw a picture of the things they enjoy most with their families.	Depicts a family leisure time activity.
Helps children classify pictures into activities done in spring and summer, and those in fall and winter.	Becomes aware of the season when the family enjoyed activity.
Why don't you watch television so much in summer?	Realizes that he is outdoors more often in summer.
Why do you go to the beach in summer?	Remembers that the weather is warm enough for swimming.
Why don't you go on picnics in winter?	Realizes the cold would make it uncomfortable.
When do you go to the park?	
When do you fly a kite?	
Conducts a discussion about indoor activities.	
Why don't we spend as much time outdoors in autumn as we did during the summer?	Realizes that we have daylight for shorter periods now than during the summer.
What do you do when you can't play outdoors?	Tells about indoor activities such as: drawing, playing games, reading, watching television. Relates experiences about inviting friends to spend a day, having parties and playing games with family members.
In June, plans an outdoor picnic with children and parents.	
Plans with parents and children about type of lunch to be taken and clothing to be worn.	Is pleased to make plans with adults.
Why can't we carry milk when the weather is warm?	Realizes that the milk may sour.
What equipment shall we take with us for games?	Suggests balls, jump ropes, hoops, etc.
What shall we take to drink?	May decide upon a fruit juice.
Why will we need nore juice in summer than we would in winter?	Is aware that he is thirstier when it is hot.
What shall we wear so that we may sit on the ground?	Understands that he must wear clothing suitable for outdoor play.
Why couldn't we go on a picnic in the winter?	Realizes that seasons and weather affect fun.
Discusses with children other leisure activities their families plan for summer.	May suggest swimming, camping, fishing. Listens to activities related by other children. Learns how other families use their summer leisure,

SUGGESTED LEARNING ACTIVITIES

THEME F: WE OBSERVE SPECIAL DAYS TOGETHER AT HOME AND IN SCHOOL

The young child is most conscious of days that are "special" for him and in which he is the center of attention; e.g., his birthday, his first day at school, the day he wears eyeglasses. "Special days" for his family also concern him;e.g., moving day, a wedding, observance of a religious holiday. In school, his horizons are extended to include "special days" in commemoration of persons whose achievements are recognized by the nation.

Too often the young child participates in a celebration with little knowledge of the reason for the occasion. It is a responsibility of the school to awaken the child to the awareness that he is an American and lives in the United States. With his classmates, he learns the names and deeds of some of the people who helped the country flourish.

Among these heroes and heroines of the past are members of minority groups who contributed to this country's greatness. In addition to the better known heroes of the past, the birthdays and achievements of Americans of many races and national origins should be included.

Responsible and patriotic citizenship is developed early in the child's school life. The democratic atmosphere of the kindergarten classroom rests upon the recognition of the importance of each individual and the respect accorded what he has to say. When each child is an alert participant in the activities of the class, he is on the road to becoming an interested participant in community and political life in his adult years.

Observance of American tradition and knowledge of American history are encouraged through celebration of important events of our country's past.

THE TEACHER	THE CHILD
Recalls birthday celebrations held in the classroom or at home.	
How did you celebrate?	Tells of his experience.
Why did you celebrate?	May say he likes fun.
What does a birthday mean?	Realizes it means that he is a year older.
Reinforces meaning of a birthday celebration. Reads a birthday story.	Enjoys listening to a story about a birthday.
Myra Cohn Livingston, Happy Birthday, New York: Harcourt, Brace and World, Inc , 1964.	Gets new ideas for ways to celebrate.
How did the child in the story celebrate?	Describes the games played.
When will her next birthday come?	Learns that it will come next year.
When will your next birthday come?	Reasons that his birthdays are a year apart.
How old will you be then?	Tells how old he will be.
How might you celebrate?	Imagines ways of celebrating.
Asks children to tell of family gatherings they attended.	May tell of wedding, christening, Bar Mitzvah, etc.
Reads a traditional nursery rhyme about an unusual wedding celebration.	Recognizes and enjoys the humor of the rhyme.
"The Happy Courtship: Merry Marriage and Picnic Dinner of Cock Robin and Jennie Wren," Iona and Peter Opie, A Family Book of Nursery Ryhmes, New York: Oxford University Press, 1964, p.36.	Gets some idea of a wedding ceremony.

THE TEACHER	THE CHILD
How did The Cock let the neighbors know it was Robin's wedding day?	Recalls that the Cock crowed to invite everyone.
How did you know you were invited to a wedding?	May think the invitation came by phone or mail.
How did all the birds and animals celebrate?	Tells of their dancing and eating.
What did you do at the wedding you attended?	Recalls the incidents at the wedding he attended.
If you have never been to a wedding, why would you like to go to one?	Is enthused by other children's descriptions. Thinks that he would like to see a wedding.
Suggests that children in housekeeping area arrange a party in honor of some occasion. Provides colored cloth for table. Suggests that children make paper flowers to decorate the house. Supplies colored tissue paper and pipe cleaners for making flowers.	Enjoys idea of arranging a party. Accepts colored cloth as something special. Makes simple flowers. Learns that flowers are a way of marking a special occasion.
What is the family celebrating? What are some of the ways in which we celebrate special occasions?	May decide on new baby, birthday, etc. Generalizes that we eat special foods, decorate the house, use our good dishes, wear our best clothes.
In what other ways can we observe special events outdoors with many other people?	May remember picnics, parades, waving flags, etc.
When do we display the American flag in our windows?	May think it is when soldiers parade.
Whose birthday do we honor by displaying a flag?	Learns that we display flag for president's birthdays; e.g., Washington and Lincoln.
Supplies names if children cannot.	

OUR FLAG HAS A SPECIAL MEANING

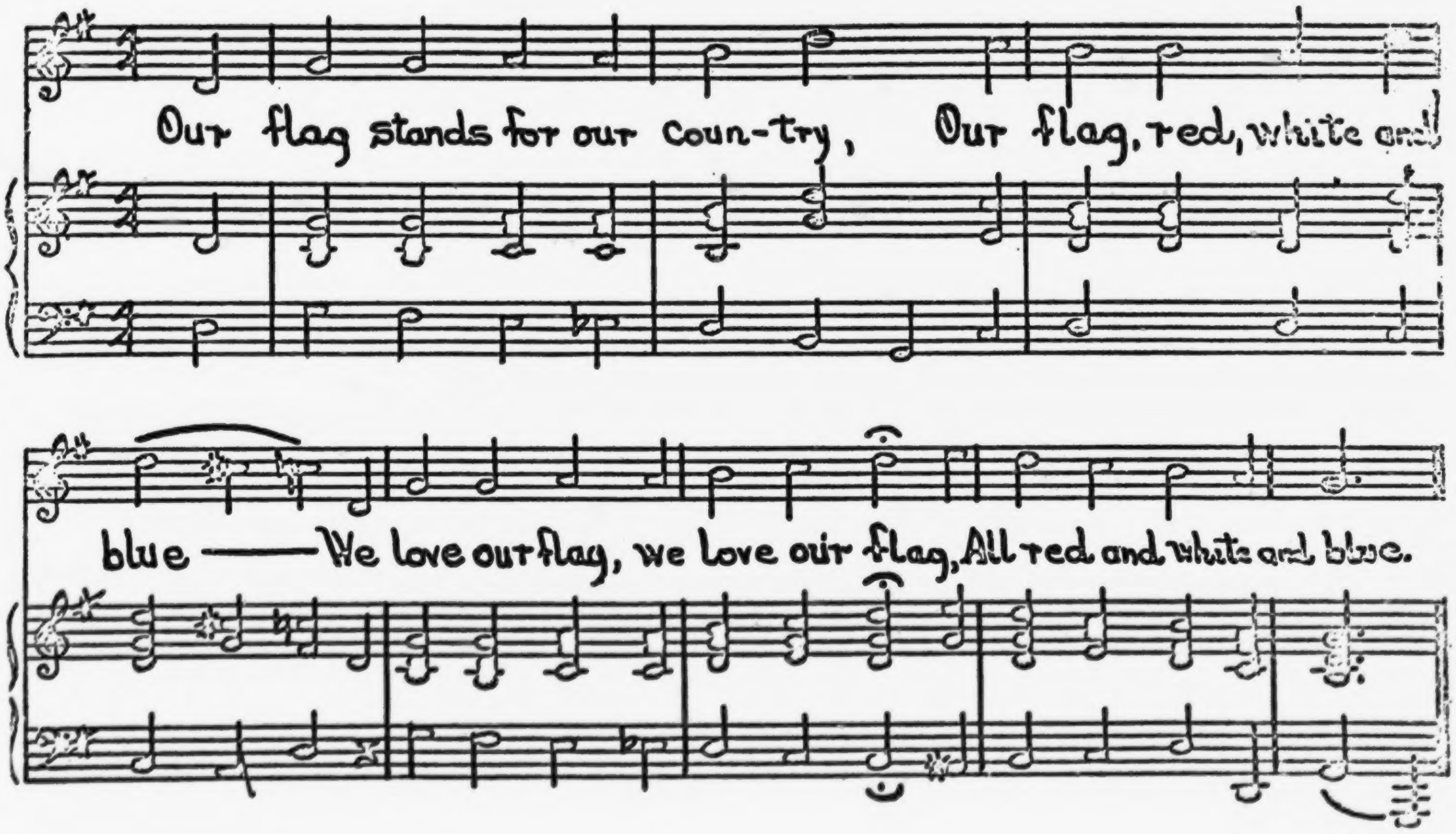
Displays an American flag.	
Calls attention to its colors and to its design of stripes and stars on a blue field.	Names colors. Notes red stripes, white stripes, gold stars, blue field.
Shows how flag is held, never permitting it to touch the ground. Provides accessible place for keeping flag.	Takes turns in carrying flag and in returning it to its place.
Uses choral speaking to dramatize and emphasize respect for flag. Explains why flag is called "Old Glory."	Participates in choral speaking and dramatization with flag. 1st child: I love our flag. Others: We love our flag. 2nd child: I'll wave it high. Others: We'll wave it high.

THE TEACHER	THE CHILD
	3rd Child: I'll never let it touch the ground. Others: We'll never let it touch the ground.
	4th Child: Because you are our own dear flag, I'll sing to you, Old Glory. Others: We'll sing to you.
	5th Child: I'll lower it at end of day and fold it carefully away.
Sings enthusiastically with class. June Norton, "Our Flag," Sing and Be Happy, New York: The John Day Company, 1935, 1951. (See Figure 3.)	Shares teacher's enthusiasm in singing about the flag.
Takes class outdoors to see flag on school building. Walks to post office to see flag displayed on front of building.	Takes special notice that not all neighborhood buildings display flags.
Why do we have a flag on the school?	Learns that it is because the school is a public building owned by all Americans.
Why is there a flag on the post office?	Infers that the post office is also owned by all Americans.
When are the flags taken down?	May have seen them lowered at sundown.
Upon return, suggests that children construct school, neighborhood houses, and post office with blocks. Supplies small American flags for public buildings.	Identifies public buildings with flags.
Tells story of Betsy Ross.	
Draws picture of first flag on chalkboard. How is the picture different from the flag we use today?	Observes as teacher draws. Becomes aware that it is possible to draw a picture of a flag. Notes the many stars in rows in the current flag.
Explains significance of the number of stars and stripes.	
Encourages children to try to draw a flag.	Draws his version of our flag.
Staples each flag to a slat for children's use in a parade.	
Plays on piano or sings, "Yankee Doodle." Lila Belle Pitts et al, The Kindergarten Book, Boston: Ginn and Company, 1949, p.89.	Sings as he marches in time to the music.
Supplies flags for marchers in parade. Gives leader a drum.	Knows that he is reenacting a parade.
Celebrates Flag Day on June 14th, the anniversary of the adoption of our national flag by Congress in 1777.	Learns why it is called "Flag Day." Notices flag display in shops, windows, school.

Figure 3.

" Our Flag "

June Norton, Sing and Be Happy, New York: The John Day Company, 1935, 1951.

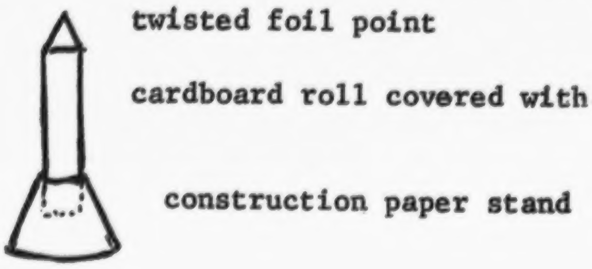

Our flag stands for our coun-try, Our flag, red, white and
blue —— We love our flag, we love our flag, All red and white and blue.

THE TEACHER	THE CHILD
OUR COUNTRY HAS GROWN	
Helps children understand the difference in houses long ago and today.	
Shows picture of a log cabin and compares it with a picture of apartment houses today.	Notes differnces in number and height of houses.
How many families lived in the log cabin?	Thinks it big enough for one family.
How many families live in the apartment house?	Estimates a large number.
Where did the people who lived in the log cabin get water for cooking, drinking, and washing?	May have heard of a well.
Where do we get our water?	Thinks we turn on the faucet.
What did they use for light at night?	May have heard of candles.
How do we get light at night?	Knows we switch on the electricity.
Helps children make candles from nubbins of wax crayons.	
Melts nubbins of discarded crayons over low heat. Uses piece of string for wick. Pours melted wax around wick in a small juice can, leaving wick free at one end. Unmolds, when solidified.	Understands how people had to supply own candles long ago. Enjoys making a candle to take home to his family.
Helps children understand differences in means of communication long ago and today.	
Tells story of Paul Revere who rode on horseback to warn the people that the enemy was coming.	Learns of another brave American.
How would we send news quickly today?	Suggests we telephone, telegraph, go by car, etc.
Did people have telephones long ago?	Realizes there were no telephones.
How could they send messages?	May suggest they send smoke or drum signals as the Indians did.
If they wrote letters, how would the letters be delivered?	Learns that a man on horseback would have to carry them.
Recites poem, "Long, Long Ago."	
Long, long ago in our own land Just wooden cabins used to stand.	Listens to poem. Repeats poem with class.
Long, long ago the deer and bear Roamed in the woodland here and there.	
Long, long ago when schools were few How did the children learn what to do?	
Encourages children to draw pictures of what they think America looked like, long long ago.	Expresses his idea of how people lived in America long, long ago.

THE CHILD

THE TEACHER	THE CHILD
THERE ARE MANY AMERICAN HEROES Helps children understand for what deeds some Americans have become famous.	
Shows pictures of famous men who may be familiar to children; e.g., George Washington, John Kennedy, Abraham Lincoln, Albert Einstein Martin Luther King.	Identifies hero by name and reason for fame.
Reads or tells story about an American hero from a minority group.	Listens attentively. Realizes it is a true story.
Ezra Jack Keats, *John Henry; An American Legend*, New York: Pantheon, 1965.	
How did John Henry show that he had courage? How did he help our country grow?	Looks at illustrations. Observes John Henry's strength. Admires John Henry for his courage.
Uses "The Negro Heritage Library Calendar" or similar calendar as supplement to larger classroom calendar and as reminder and resource for herself of birthdays of famous Negroes past and present.	Observes picture on calendar. Learns what the person portrayed has done to be so honored.
Negro Heritage Library Calendar, Educational Heritage, Inc., 933 Yonkers Avenue Yonkers, New York, (30 cents each).	
Arranges trip to see statue of a famous person.	
Makes certain children are informed of his name and deeds before the trip.	Realizes we honor heroes by erecting statues.
Becomes informed of airports, bridges, parks, and streets in community which are named after famous persons; e.g., Washington Avenue, Kosciusko Street, Madison Avenue, Kennedy Airport.	Hears street, etc., names which are familiar locations. Understands that the names are names of famous people.
Informs children of full name of person and why we honor him by naming a park or street after him.	Learns that we honor people by naming streets, parks, etc., after them.
Reads children's names aloud from roll book. Takes note of children who are named after famous persons.	
Asks each child in class if he were named in honor of someone else.	Learns that we honor people by naming children after them.
Suggests the class rename the dolls in the housekeeping area after famous people.	Gives the dolls names of heroes and heroines. Becomes familiar with names as he uses them in referring to the dolls.
Shows children the name of the school on a plaque in the building. Reads it aloud with them.	Learns that we honor people by naming schools after them. Learns for whom his school is named. Says the name aloud.

THE TEACHER	THE CHILD
Informs children of what this person did to deserve the honor given him.	Understands the contribution to our country made by the person for whom the school is named.
Arranges many activities in the ongoing program which acquaint children with the contributions of American heroes. Efforts should be made to include people of the many minority groups, such as Germans, Greeks, Irish, Italians, Catholics, Jews, Chinese, Negroes.	Learns that we honor many people for the things that they have done.
Reads story of Christopher Columbus. Martha Shapp, *Let's Find Out About Columbus*, New York: Watts Inc., 1964.	Becomes aware that Columbus was a man who found America.
How did Columbus get to the new world? On what kind of ship did Columbus sail?	Learns that Columbus and his men were brave and endured many hardships in crossing the ocean.
How long did the voyage take? Did Columbus know where he was going?	Infers that it must have taken a long time. Realizes that Columbus did not know what country he would find.
Sings song about Columbus. "Columbus", Wilson, Ehret et al. *Growing With Music*, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966, p. 154.	Enjoys learning song about Columbus as a little boy and the adventures he had when he grew up.
Compares story of early explorers with present day astronauts.	Sees relationship between early explorations to new countries and present day flights in space.
How do the astronauts travel in space? Do the astronauts know where they are going?	
Teaches song about rocket ship. "My Rocket Ship," Adeline McCall, *This is Music for Kindergarten and Nursery School*, Rockleigh, N.J.: Allyn and Bacon, Inc., 1965, p. 67.	Sings song and engages in dramatic play related to spacemen, rockets, count-down, etc.
Encourages children to make a simple rocket ship.	Enjoys making miniature rocket ship.
Provides cardboard rolls, silver foil, scissors, construction paper and tape.	



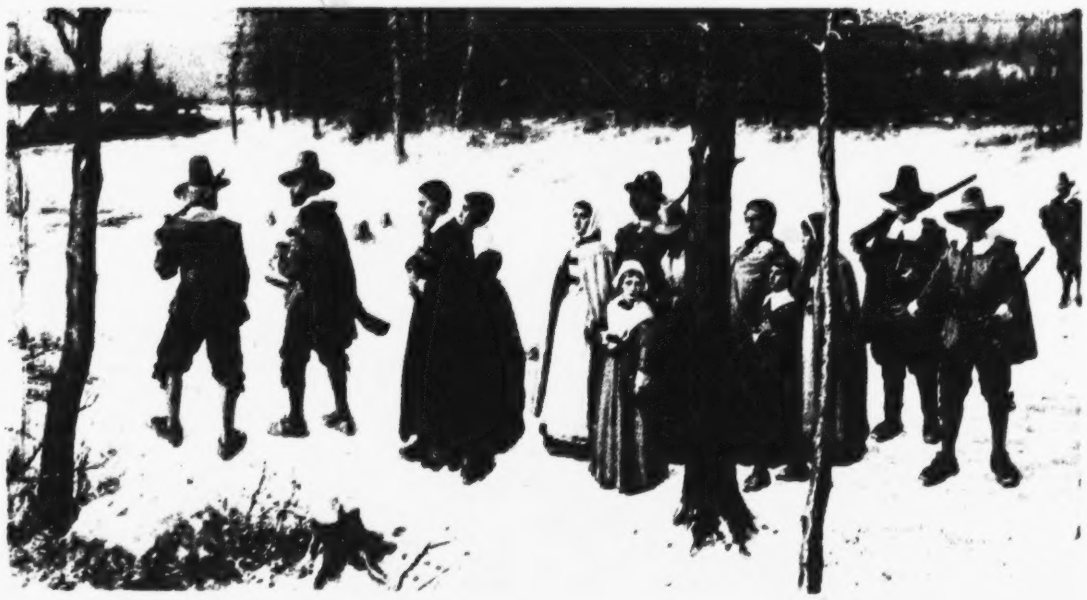
THE TEACHER	THE CHILD
Tells legend about a well-known American hero.	
Aliki Brandenberg, *George and the Cherry Tree*, New York: The Dial Press, 1964.	Learns that the George of the story grew up to be our first President.
(Retelling of the legend about George Washington, with colorful illustrations)	
How can you tell that George lived long ago?	Notices manner of dressing.
What was the present George's father gave him?	Recalls that it was a hatchet.
Why was that a good present for a boy long ago?	Infers that people chopped wood for their fires.
Why wouldn't it be a good present for a boy who loves in a city now?	Realizes that we do not need to chop wood.
Why did George choose the cherry tree to chop down?	Thinks that it was small enough for him to chop.
Why didn't George's father punish him?	Understands that the father respected George for telling the truth.
Tells that some people celebrate someone's birthday by writing a poem to him just as Phillis Wheatley, the Negro poetess did for George Washington. Shows pictures of Phillis Wheatley and of George Washington.	Learns that making up a poem or song to honor someone is another form of celebration.
"Phillis Wheatley" in *Pictures of Distinguished Negroes*, The Associated Publishers, 1538 N.W. Washington D.C. 20001.	
George Washington, painted by Gilbert Stuart, The New York Historical Society, Central Park West at 77 Street New York City. Price: ten cents for postcard size.	
Encourages children to make up a story or rhyme about current holiday. Writes rhymes or stories down as told by children. Reads to children at another time or on request.	Feels confident in composing verse or story with help from classmates. Enjoys hearing his verse and that of ;his friends.

THE TEACHER	THE CHILD
WE PROMISE TO BE GOOD AMERICANS	
Invites an older group of children to come to the kindergarten to demonstrate the Pledge of Allegiance, the salute to the flag, and the singing of "America."	Is impressed by the ceremony.
Explains that all people stand out of respect and love for the flag.	Learns to stand during the flag ceremony.
Next day, asks if class would like to salute the flag as the older children did.	Desires to do as older children do.
Reviews procedures.	
Explains that "pledge allegiance" means we promise to love our country.	Relates flag to our country.
Shows how we salute the flag when we pledge allegiance.	Imitates the salute.
Enunciates clearly in reciting pledge of allegiance.	Listens and watches.
Encourages children to join in saying the pledge.	Says those words he can.
Chooses different child each time to hold flag for this ceremony.	Appreciates the honor of holding the flag.
Substitutes "Our Flag" or other simple flag song for "America."	Remembers and sings "Our Flag."
Arranges a "clean-up" trip through school corridors or to nearby playground to pick up litter as a way of showing that we are good Americans.	Cooperates in keeping school or playground clean. Is aware that this is being a good American.
Discusses ways in which children can be good Americans.	Becomes aware that obeying laws and aiding community helpers are ways of being a good American.
How can we help the policeman keep people safe?	May suggest obeying traffic lights, etc.
How can we help the custodian keep the school clean and safe?	May suggest depositing litter in designated receptacles, etc.
How can we help the fireman?	Suggests ringing alarm only when there is a fire, etc.
How can we be good Americans to the people in our classroom?	May suggest that we be friendly to every child.
Sings song about America. Ruth Bampton, "To America," Singing for Fun, New York: Mills Music, Inc., 1947, p. 23.	Enjoys expressing through song that he is a good American.

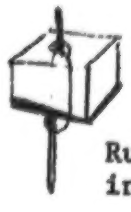
THE TEACHER	THE CHILD
WE CELEBRATE AMERICAN HOLIDAYS	
Helps children to see relationship between important events in their lives and holidays that are celebrated in honor of national heroes.	Learns that we celebrate the birthdays of important people.
Shows pictures of Washington, Lincoln, parades, etc. Picture Set A 866, Holidays Theme, Elgin, Illinois: David C. Cook Publishing Company. (12 full color pictures and 12 resource sheets)	
Do you know the names of these famous Americans?	Learns to recognize pictures of Washington and Lincoln.
Why are they called heroes?	May know that there were presidents of United States.
Adapts stories of Washington and Lincoln to acquaint children with some of the contributions of these men. Ingri and Edgar D'Aulaire, George Washington, New York: Doubleday, 1936.	Listens to stories and relates anecdotes of Washington's and Lincoln's childhood to his own.
Shows pictures of men in the armed forces.	Recognizes differences between soldiers, sailors, marines, etc.
Do we ever honor people whose names we do not know?	Learns that we honor soldiers, sailors, marines, etc. who fought for our country.
Discusses such holidays as Veteran's day and Memorial day.	Relates stories of men in his family who had been in the army.
How do we honor these heroes?	May know that there are parades, flags displayed, special songs sung, etc.
Distributes rhythm band instruments and small flags. Plays marches on piano or phonograph.	Pretends to march in the parade, plays instrument, carries flag, etc.
"When Johnny Comes Marching Home." in Mary Jaye et al, Making Music Your Own, Morristown, New Jersey: Silver Burdett Co., 1966, p. 37.	Listens to music. Sings, marches, plays instruments and engages in dramatic play.
Discusses other ways of celebrating patriotic holidays.	
How do we celebrate the fourth of July?	May relate experiences of family picnics, firework demonstrations, etc.
Why are firecrackers dangerous for children?	Becomes aware that fireworks are dangerous to himself and to others around him.

THE TEACHER	THE CHILD
Plans many experiences throughout the year to help children gain an understanding of the country's past through the celebration of special events that happened long ago.	Becomes familiar with national holidays, how they were celebrated in the past and how they are celebrated today.
Adapts story of the first Thanksgiving. Wilma Pitchford Hays, Pilgrim Thanksgiving, New York: Coward-McCann, Inc., 1955	Listens to story. Becomes familiar with story of Pilgrim's voyage to the new country.
Why did the Pilgrims have a Thanksgiving Dinner?	Is aware that during the first year the Pilgrims were frequently without food.
Whom did the Pilgrim's invite to their first Thanksgiving dinner?	Realizes that Indians were natives of this country and helped new arrivals.
What foods did the Indians and Pilgrims eat at the first Thanksgiving?	Enumerates foods such as corn, nuts wild turkeys, etc.
What foods do we eat today at Thanksgiving?	Mentions foods that Mother prepares for present day Thanksgiving.
Distributes magazines, scissors, paper and paste. Encourages children to look for pictures of foods.	Cuts out foods he would like for Thanksgiving from old magazines and pastes them on paper.
Discusses food pictures children have made.	Becomes aware of differences in food between the Pilgrims' and present day Thanksgiving celebrations.
Shows pictures of Pilgrims and Indians. William Moyers and David C. Cooke, Famous Indian Tribes, New York: Random House, 1954.	
What kind of homes did the Indians who lived in the forest build?	Is aware that Pilgrims and Indians lived in different ways, wore different kinds of clothing and did different kinds of work.
Why did the Pilgrims invite the Indians?	**Learns that the Indians had shown the Pilgrims how to get food.**
Provides paper, crayons, scissors, etc. so that children may make a Pilgrim's hat or Indian headdress.	Chooses hat he wishes to make Enjoys constructing hat.
Displays (in November) picture of "Pilgrims Going to Church," by George H. Boughton. The New York Historical Society. Central Park West at 77th Street, New York City. Postcard size, 10 cents. (See Figure 4.)	

Figure 4. "Pilgrims Going To Church



THE TEACHER	THE CHILD
Where are the Pilgrims going? Why are the men carrying guns to church?	Learns that they are going to church. Infers that they may be attacked by wild animals.
Teaches simple Indian dance "Indian Dance," Harry Wilson et al, Growing With Music, Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1966, p. 85	Enjoys singing Indian song and learning dance.
Plans simple dramatization of the first Thanksgiving. Distributes Pilgrim and Indian hats, tom-toms and simple props.	Participates in dramatization of first Thanksgiving day celbration.
Helps children to see that although we celebrate Thanksgiving a little differently today, we are thankful for many of the same things.	Compares celebration of first Thanksgiving with way his family celebrates.
Shows that people in other parts of the world are also thankful for food and shelter.	Understands that the feeling of thankfulness is common to many people in the world.
Francoise, The Thank-You Book, New York: Charles Scribner's Sons, 1947. (A little French girl thanks all the things in her world that give her job.) Informs children of other holidays. November 19th is Puerto Rican Discovery Day. Christopher Columbus discovered Puerto Rico a long time ago. Although Puerto Rico had been there a long time before, no one had ever found it. Dhristopher Columbus found (Discovered) America too. What did we do in October to celebrate Columbus Day in America? We can celebrate by playing Puerto Rican music for a party or "fiesta" on Discovery Day. Shows maraccas. We can make our own maraccas to use as Puerto Ricans do. Supplies milk cartons, sticks, rubber bands and dried beans.	Learns that discover means "find." May recall that school was closed and that there was a parade. Understands celbrate means to take notice of. Learns "fiesta" means feast or party. Tries making maraccas in time to Spanish music on piano or record player. Makes two maraccas. Joins in song and dances to celebrate Discovery Day in class.



Rubber band holds stick in place

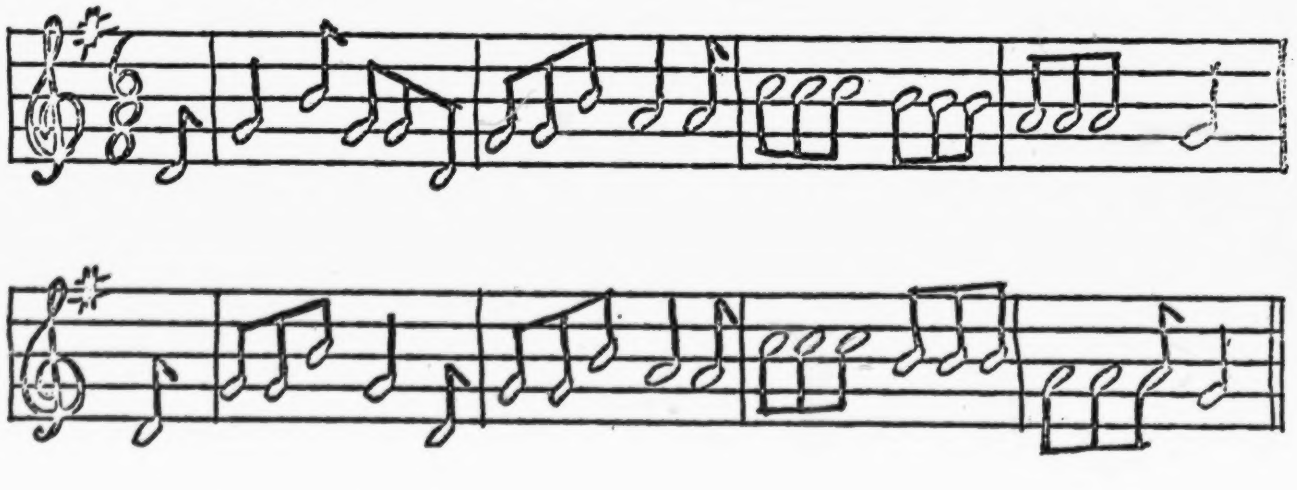
THE TEACHER	THE CHILD
Use only about two teaspoons of beans in each carton for best sound.	
Sings and shows game "Rice and Milk" (Arroz Con Leche), Kathleen Bernath, "Arroz Con Leche," Songs and Games of Puerto Rico, Department of Labor, 1957. (See Figure 5.)	Learns meaning and pronunciation of "arroz con leche."

To play "Arroz Con Leche" children form a circle. Putting the girl who is the first princess in the middle, they sing the chorus to her and she sings her solo to them. As she sings the last two lines, she taps three children. The last one tapped changes places with her as the groups sing the chorus.

Children: White rice tastes delicious with sugar and milk-
Who'll marry a lady with hair just like silk,
Who knows how to sew, who knows how to cook,
Who washes and irons and reads from a book?

Princess: I am a princess, my father's the king-
I want to get married and wear a fine ring.
With you I might--With you, Oh no!
With you, yes indeed, to the altar I'll go!

Figure 5. "Arroz Con Leche"



THE TEACHER	THE CHILD
What other special days do we celebrate together?	
Calls attention to special happening in the news such as space flight or new discovery.	Learns that events that happen in the present can affect him in years to come.
Why do we celebrate a new flight into space?	Thinks he may be an astronaut when he grows up.
Will you ever go to the moon? Teaches songs, "Zoom to the Moon" and "Back Again." Harry R. Wilson et al, Growing With Music, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966, pp. 46-47.	Enjoys learning song. Expresses through dramatic play, his interest in space.

SPECIAL ACKNOWLEDGMENTS FOR THE KINDERGARTEN BULLETIN

During the 1966-77 school year, the materials for this grade were evaluated by Jack August, Principal, P. S. 93X; Dolores Chitraro, Assistant Superintendent, District 21; Alice Harwood, Assistant Director, Bureau of Early Childhood; Rebecca Winton, Director, Bureau of Early Childhood.

Ruth Baylor prepared the revisions in the course of study and additional learning activities.

Additional editorial services were provided by Murray Sussman, Principal, P. S. 179Q.

Florence Jackson served as editor and supervised the preparation of the final draft of the manuscript.

FEEDBACK REPORT - COURSE OF STUDY -- PRELIMINARY FORM A

TO: Teachers and Supervisors in Pilot Schools and Other Personnel Concerned with Evaluation of Curriculum Materials

DIRECTIONS

Some evaluators may wish to write anecdotal records and personal annotations directly on the Preliminary materials. You may submit these with this report and a new copy of the materials will be returned to you.

*If any of your answers to questions 1-5 are No, please indicate specific reasons, suggestions or recommendations for remedying condition.

1. Were the themes satisfactory?	Yes___ No___*
2. Did the content outline provide minimal knowledge and information?	Yes___ No___*
3. Could you develop concepts suggested for each theme?	Yes___ No___*
4. Did the concepts from the disciplines spiral from the previous grade?	Yes___ No___*
5. Were the outcomes realizable for most of the class?	Yes___ No___*
a. Understandings?	Yes___ No___*
b. Attitudes and appreciations?	Yes___ No___*
c. Skills?	Yes___ No___*

6. Please indicate specific additional comments, suggestions and recommendations with reference to overall course of study and individual themes and subsections.

(You may use other side and additional sheets)

COURSE OF STUDY - GRADE ________

Prepared by ____
(name) (school) (position or license)

Pilot teacher____________________

Supervisor ____________________

Other ____________________

Return to: Dr. Leonard W. Ingraham, Acting Director,
History and Social Sciences
110 Livingston Street
Brooklyn, New York 11201

Feedback Report Due April 11, 1968

FEEDBACK REPORT - LEARNING ACTIVITIES — PRELIMINARY

FORM B
(Page 1)

To: Teachers and Supervisors in Pilot Schools and Other Personnel
Concerned with Evaluation of Curriculum

DIRECTIONS

Some evaluators may wish to keep an anecdotal record and personal annotations on the Preliminary Materials. You may submit these with this report together with Learning Activities you developed. A new copy will be returned to you.

If any of your answers to questions 1-7 are No, will you please indicate specific reasons, suggestions or recommendations for remedying the condition.

1. Were the Emphases for each theme clear? Yes___ No___*

2. Were students able to derive concept(s) from the activities? Yes___ No___*

3. Were Inquiry and Discovery techniques used where possible? Yes___ No___*

4. Were the suggested activities and approaches concrete enough? Yes___ No___*

5. Was there an adequate number of:

Lesson plans? Yes___ No___*

Studies in depth? Yes___ No___*

Problems? Yes___ No___*

Questions? Yes___ No___*

Exercises on methodology of a discipline? Yes___ No___*

Exercises on Skills Yes___ No___*

Provisions for individual differences Yes___ No___*

Exercises on formulation of hypotheses, the making of inferences, etc. Yes___ No___*

6. Were the evaluative suggestions satisfactory for

Knowledge and skills (cognitive)? Yes___ No___*

Attitudes, appreciations and values (affective)? Yes___ No___*

FORM B
(Page 2)

7. Were learning materials and resources for students satisfactory? Yes___ No___ *

a.	Teacher references?	Yes___	No___ *
b.	Pupil references?	Yes___	No___ *
c.	Paperbacks?	Yes___	No___ *
d.	Programed instructional materials?	Yes___	No___ *
e.	Filmstrips?	Yes___	No___ *
f.	Games or manipulative devices?	Yes___	No___ *
g.	Transparencies (commercially produced)?	Yes___	No___ *
h.	Transparencies (school produced)?	Yes___	No___ *
i.	16mm motion pictures	Yes___	No___ *
j.	8mm single-concept films?	Yes___	No___ *
k.	Records?	Yes___	No___ *
l.	Other?	Yes___	No___ *

8. Please indicate specific additional comments, suggestions and recommendations and evaluation with reference to Learning Activities.

(Refer to theme, item and section)

9. What alternative approaches have you tried and/or what recommendations do you have with regard to specific themes, items or sections?

10. Please indicate which learning activities may have been omitted or need fuller treatment. (Refer to theme, item or section)

(You may use additional sheets)

LEARNING ACTIVITIES - GRADE__________

Prepared by____
(name) (school) (position or license)

Pilot teacher ________
Supervisor ________
Other ________

Return to: Dr. Leonard W. Ingraham, Acting Director,
History and Social Sciences
110 Livingston Street
Brooklyn, New York 11201

Feedback Report Due April 11, 1968